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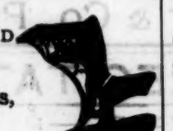

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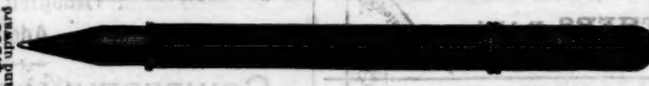

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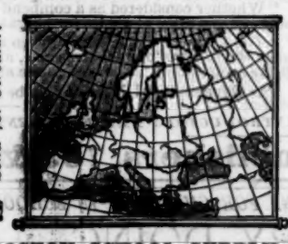

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New York, January 10, 1885.

"Now let us understand that no man can teach another more than he himself knows. No hopeless man can give hope. No cripple can teach another to walk."

PIRATES are not benefactors. Ruffians are not the nation's saviors. The Catalines and the Benedict Arnolds have in them the highest abilities, but ability is not all.

THE recent school board investigation in London, revealed the fact that a large number of children were being crowded through each day's work on empty stomachs. Henry Ward Beecher once said that he never would talk to a hungry man about religion, and missionaries tell us that *naked* savages never make good Christians. The growth of education is wonderful in prepared soil.

How stands the matter in New York? We make the prediction from no prophetic vision, but judging from what we have heard and seen, that unless the Board of Education and superintendents of schools of this city voluntarily inaugurate radical changes in their methods of examinations, promotions, percentages, and grading, the people will demand revolutionary measures. With all our Republican training and independent spirit we are much more patient than the English; but when the spirit of our people is once roused the current will move like a Niagara.

THERE is no law in the United States prohibiting teachers from adopting whatever books they may see fit on the science and practice of teaching. The law in some States is very strict in reference to meddling with text-books, but the greatest liberty is, and of right ought to be, allowed in regard to professional literature. It would be the height of injustice to attempt to confine any number of progressive teachers to one book for any time. Our profession is bound by many chains, but let us be thankful that this one is not forged. Adopt what you please. Read the best you can get! Use the largest liberty! There is no statute or common law that can in the least harm you.

WE need education but we need something first much more. It is said that seventy six out of every hundred of the colored people of the South could not read the ballots they cast at the last election. Is education the first thing they need? Gather them into schools; put the slate and spelling book into their hands, what then! Failure every time, unless some previous work has been done. Clothing, cleanliness, and cooking are at first more important than the three R's. It is also said that there are ten thousand children in New York City who have no place to sleep nights except in boxes or out buildings. What shall be done? Gather them into a school-room and teach them arithmetic? It wouldn't be long before school-books would be pitched into the streets. But wash them, make them clean, give them food and warm clothing, let them feel the gospel of comfort, and then give them the gospel of the four R's,—righteousness, reading, writing and arithmetic, and something will be done worthy a human being. Kindness and love come first. When we cry, "Educate, educate! educate!!" we often cry very ignorantly. It is well known that many wild Indians have been excellent classical scholars. Latin did not take the savagery out of them. Reading never made a bad man good, unless there was a *good* purpose behind the reading.

THE new things are not all confined to education. We have almost a new Bible. True, the old Bible remains as the foundation, but many of the old texts are swept away by the revisers. Parts of chapters that have for hundreds of years been read as inspired are left out, and texts changed so as to be unavailable for future preachers of old sermons. We must have new commentaries for the new translation, and who knows what new doctrines they will attempt to establish. By and by the world will be so changed that if one of the fathers should come to life he would be utterly at loss to recognize his bearings, the old translation gone, the old education forgotten, steam and electricity rulers of the world. It is of no use to cry out, like spoilt children, for the old—the new is better. We are perfectly willing to let the old go. It was good enough once, but not good enough now. New times demand new things, and the best thing of all is that the new is better than the ol . We are not only realizing change but improvement. Of this there is no doubt.

IN a recent speech, Sir Stafford Northcote said that "for that sort of cramming which put into boys' mouths a certain amount of knowledge, which never got into their brains, he had the greatest contempt."

There are two distinct objects of study which may be placed before students, one is the degrading stimulus of percentages and examinations; the other is the ennobling, incentive of love of study for its own sake. How far is one incentive from the other? As far as the poles—as far as virtue from vice! The motive that leads teachers and pupils to work for the rewards of an examination is about as low an ideal of civilized education as can be found. Under such a system the weak and delicate are expected to accomplish as much as the healthy and strong; school hours are lengthened, work is continued on Saturdays, and children ten and twelve years of age are required to work thirteen hours a day, and the play-time rapidly becomes a thing of the past. Under the spur of high standings, new regulations are frequently adopted which require the mastering of three books instead of two and increasing the percentages of examination-passing. By its stimulus, examiners become more and more exacting in their demands, without regard to mercy or merit. Headaches increase, near-sightedness multiplies, debility and become nervousness more and more common, and suicide and premature deaths frequently follow.

The above is not an ideal sketch. Every word is true to life. Dr. Crichton Browne's report on the condition of the London School Board schools verifies in every particular the foregoing statements. His report is, as the *London Schoolmaster* says, "crushing and conclusive."

It is an astonishing thing that in the year of grace 1884, a patient and civilized community will submit to such tyranny. If one-tenth the oppression should be attempted upon older persons, a revolution would result that would sweep examinations and examiners and Courses of Study into the ocean of oblivion. Will the time ever come when school boards will have good sense enough to *educate* the children—not cram them?

THE next meeting of the County Commissioners of New York will be held at Utica, Jan. 21, 22, and 23.

A FATHER and son are under sentence of death in a Louisiana prison, and for separate and distinct murders.

IF any of our papers fail to reach our subscribers, write us at once. We will do our best to make good the loss.

THE annual conference of Virginia Co. Supts. of Schools will meet in Richmond on the second Tuesday in February.

WE can put any School Board desiring the services of a teacher, in communication with a gentle man of large and successful experience.

HON. WILLIAM E. RUGGLES, State Supt. of Public Instruction of New York, will recommend in his forthcoming report the establishment of a uniform system of examin ng teachers.

THE excessive mildness of the weather on this side of the Atlantic has its complement in the excessive coldness which has prevailed in England and in Central Europe.

WE have recently received calls from Prof. F. V. N. Painter, of Roanoke College, Salem, Va.; Supt. W. H. Shelley, of York, Pa.; and Dr. J. W. Milne, of Geneseo, N. Y.

A VERY important meeting, that of the Modern Language Association, was held in this city last week, and largely attended by the leading pro fessors in the United States. A brief report is published elsewhere.

HON. DANIEL WETMORE of this city, Commissioner of Education, and Chairman of the Committee on Nautical Schools, was recently knocked down by a horse at full gallop, while crossing a street, and rendered unconscious. His condition is critical.

The new building of Girard College devoted to technical instruction in mechanical art was formally dedicated on Tuesday, and the machinery set in motion in presence of the students, faculty and a large number of invited guests. The structure is 55 by 155 feet, and two stories in height.

THE program of the California State Teachers' Association reached us too late for announcement. Most of the topics that were to be discussed will be found among Educational Notes. No State in the Union is entering more enthusiastically into the work of education than California.

WE are unable, from want of room, to present thoughts from several of the State Associations. Next week our readers may expect more. It is important that these expressions of opinions from dif ferent sections of our country should be compared. In no other way can harmony in educational work be promoted.

WE hope the time of bangs is passing away, especially we trust the time is near when "banged" teachers will not be found. The face ought to be ready to do its appropriate work, as it certainly is not when partly covered with unnatural hair—or, at least, hair in an unnatural place.

"THE secret of our success as a church," writes one from a church of more than two thousand members, in Chicago, "is to set every member, if possible, to work, and to keep all at work." And he pithily adds, "Church members are divided into two classes, workers and grumblers. Workers never grumble, grumblers never work." Why does not this distinction apply also to teachers?

FORT PLAIN has been taking a commendable interest in the public schools of that place, sending into the school room a reporter who knew enough about school affairs to give a profitable account of what he saw. His report contains some valuable suggestions for teachers, which will appear in the "School-Room."

SUPT. PARKER, of Independence, Iowa, is holding a series of meetings of his school officers in various parts of his county, which are largely attended by many others who although not officers, are deeply interested in educational work. Will other superintendents report to us what they are doing in this direction? This is an important work, which should be well done.

PETER ROUGET, the principal of Public School 10, Brooklyn, died Jan. 2, of cancer in the stomach. He was sixty-five years of age. He was born in the Isle of Guernsey, and came to America when he was 12 years old. He was the oldest school principal in Brooklyn, having had charge of school 10 for thirty-seven years. He was President of the Principals' Association, and was an active member of the Teachers' Association.

FOR the first time for many weeks we omit Normal Teaching. Thoughts from several of the State Teachers' Associations occupy the room usually devoted to this topic. Next week we shall publish the concluding article by Dr. Calkins, being an abstract of a lecture recently delivered before the Brooklyn teachers. It is seldom so much information is crowded into a small space as in these lec tures. They go to the foundation of primary work.

QUESTIONS for the Mind Class were omitted last week. We supposed they wanted a little vacation. Do you notice the articles on Temperaments? This is an important subject, well worthy the careful study of all who are either aiming at their own improvement or the education of others. Dr. Hickock treats it better than any other teacher of Mental Science; yet he is not as full as the importance of the subject demands.

WILL our subscribers be kind enough to keep us informed concerning such scraps of news as will be of interest to the profession? One object of an Educational Weekly is to keep the world informed as to what is going on. We don't care to know the middle letter of John Smith's name, or who acted as secretary at a private club, but we do want to know how the educational world moves. Send us a program, paper, a postal card, or a short letter, if nothing more.

WE shall soon publish a full program of exercises suitable for a school celebration of Washington's Birthday. We recently received a letter from Hon. John B. Pea lee, of Cincinnati, in reference to this subject. No man is better qualified to be heard than he. He says:

"There is, perhaps, no better way of teaching pupils patriotism than by the celebration of the lives and services of our great statesmen, and the leading historical events of our country. The importance of honoring the memory of the "Father of his country," and of instilling into the minds of our youths that love of country and the principles of pure morality, which his life so admirably teaches, is so great, that at least one half day should be devoted annually in the schools of the country to the celebration of Washington. As his next birthday falls on Sunday, I recommend that the celebration be held on Friday, Feb. 20th."

THE recent meetings of our State Associations have been unusually full of interest. It was our pleasure to attend the sessions of the New Jersey meeting at Newark, and a more dignified and cultured body of teachers it would be hard to find. New Jersey has always occupied a foremost place in American history. With the Revolutionary war it was connected from the beginning to the end. The self-denying patriotism of its people was crystalized into the phrase, "Jersey Blue," and survives as an apt description of the spirit of its teachers to-day. With such leaders as Hon E. A. Apgar, State Superintendent, and City Superintendents Barringer of Newark, Barton of Jersey City, Menely of Paterson, Holmes of Elizabeth, and Jacobus of New Brunswick, there is no reason why old Jersey should not continue to be accounted a leader in educational thought and action. It is our purpose at no distant day to visit the leading cities and report the special excellencies of the work done in them.

IT is impossible to speak extendedly of the work done in the Central States, but the fact that Illinois has kept up a State Association for thirty years, with a uniformly increasing attendance at nearly every session goes to prove the vitality of the organization, as well as the interest it has for the teachers themselves. The fact that Illinois has nearly 20,000 persons engaged in the vocation of teaching, who, within the past two years, have given instruction to nearly 800,000 children, shows the importance of the profession and the work which they are performing. The cost of the State school system for the last year amounted to $9,425,-012.96, of which $5,640,473.65 were paid out to teachers. A system employing such an army of the most intelligent men and women of the State, at so vast an expense, cannot but be paramount to all other interests.

From an intimate personal knowledge of the States of Iowa and Minnesota, and an acquaintance with many of the leading teachers in Kansas, Wisconsin, Indiana, Nebraska, and Michigan, we hazard nothing in saying that the Eastern States must look well to their laurels. The fact that many of the foremost educational thinkers in the Union live in the Central States is proof positive that if there is stagnation anywhere it is not within the limits of the Mississippi or the Missouri Rivers and their tributaries.

THOSE who read the excellent article by ASST. SUPT. CALKINS, on teaching reading to young children, which was published in the JOURNAL for Dec. 27, will be glad to learn that he has already done more than to give teachers a broad and solid foundation on which a substantial structure for teaching reading may be built. He has recently published a short treatise on this subject, entitled —"*First Reading—From Blackboard to Books*"—in which he not only presents the basis for early lessons in reading, but gives specific directions how such instruction may be given with success.

Admirable lessons are arranged to be given first on the blackboard, then from *Reading Cards* to be held in the hands of the pupils while they read the lesson that has been previously given on the blackboard. All the lessons are printed in large type, and in script, so that the pupils may learn both forms of language at the same time. These Reading Cards furnish an excellent transition in the reading lessons, from the blackboard to books—by leading the pupils to acquire habits of *individual attention* to lessons, and preparing them for holding books.

We quote the following paragraphs from the author's remarks on "Principles that should direct the methods of teaching Reading."

"The only real use of a printed or written word is to recall an idea. A word is not taught until it has been so associated that when it is seen it will recall the idea which it symbolizes. The same fact may be stated in relation to sentences, and the ideas which they represent. Hence the teaching of reading consists essentially in leading pupils to make the proper associations of ideas with words and sentences so that they may be able both to understand and to express those ideas clearly to others.

"That teaching which assists these acts of association, helps the child in learning to read. That which does not assist these acts of association is useless, and may even be injurious to the pupils.

"A system of teaching reading is good when it secures for the pupil that which constitutes present knowledge, and promotes the desire and power for further attainments. The degree of its excellence is determined by the readiness with which this power may be used, and the value and certainly of its results."

A notice of this new aid for teaching reading may be found in our Book Department.

For the SCHOOL JOURNAL.

TEMPERAMENTS.

MIND ARTICLE.—NO. XVII.

III. BILIOUS;—*Liver.*

PHYSICAL:—Cold, or low temperature; hair black, strong and abundant; complexion, sallow; skin, dry; eyes, dark.

MENTAL: When this temperament is joined with a strong muscular system, there is found a modification of the pure bilious characteristic, and there will be found a *choleric* temperament. "Its tendency is to prompt and sustained activity, to enlarged plans, patient endurance in execution, to difficult enterprise, and courage and resolution in meeting obstacles. Its aims are high, and its ends comprehensive, demanding plan and calculation for their success, and time for their accomplishment. With a bad heart the enterprise may be malignant, and its prosecution shockingly cruel, bloody and ferocious; or, with a good heart, benevolent, and urged on with a generous and noble enthusiasm; but in each case there will be determination, self-reliance, and invincible decision, and persistence. Magnanimity, self-sacrificing chivalry, and exalted heroism will compel admiration for the actor, even in a bad cause, and secure lasting respect and veneration for the dauntless champion of truth and righteousness: and, in each of these fields so different in moral estimation, the *choleric* temperament may be found, but direct, determined, and persevering in both."—HICKOK.

IV. LYMPHATIC:—*Stomach; Food.*

PHYSICAL:—Abdomen, large; system, clogged; expression, languid; hair light; eyes, tranquil, expressionless; countenance, listless; features, rounded; lips, thick; flesh soft; body, full, thick, disinclined to muscular exertion or mental action. This is called sometimes the *phlegmatic* temperament.

MENTAL:—"Mind, heavy, torpid, and the man sluggish and often approaching the stupid. When only moderately phlegmatic this temperament is especially favorable for well-directed, long sustained and effective mental activity." The moderately phlegmatic is self-balanced and stable, practical, judicious, and often cheerful. This temperament often exhibits remarkable instances of equanimity, patience, and calm self-reliance.

The Dutch are phlegmatic; the German, phlegmatic, tempered with the bilious and nervous. In the English mind, the phlegmatic is practically in the majority; but in neither the Dutch, German, nor English do we find a pure phlegmatic temperament. The Dutchman plods, the German speculates, the Englishman executes. The Yankee temperament is more nervous, mixed with some sanguine.

"The mixed phlegmatic has given to the world the patriarch Joseph, the prophet Daniel, the philosopher Newton, and the patriot Washington."

In the next article we shall point out the training each temperament should receive, in order to develop the highest order of humanity.

For the SCHOOL JOURNAL.

OUTLINE WORK FOR MIND CLASS.

(SEE JOURNAL DEC. 18.)

1. What is at the foundation of perception?
2. How does objective training differ from subjective?
3. What power did Pres. Garfield possess in a remarkable degree?
4. Name three ways in which each of the senses may be cultivated?
5. In what way may a child know what he has not seen?
6. What is meant by "the abstract?"
7. In what respect does the reasoning of a judge differ from that of a child?
8. Why do we never get beyond objection perception?
9. What should constitute the principal work of a primary school? Give three reasons.

For the SCHOOL JOURNAL.

TEACHING THE ENGLISH LANGUAGE.

BY JOHN MECKELBOROUGH, Ph.D.

Educators everywhere, and especially thoughtful parents, at once recognize the fact that a proper study of the mother tongue—English—overtops and transcends in an immeasurable degree any other topic that can be named in our full-packed common-school course of study. A study of English embraces much more than the routine work of English grammar. It begins with the first lisping of the infant; but to confine the question to school-life,—it begins the day the child enters school, and should continue through primary grammar, high-school, and university. It looks toward true expression of thought either orally or in writing. The aim of this study is to give the learner *power* to use the English language with facility and accuracy. Comparative values will aid us in giving a true estimate to this subject. How much arithmetic or geometry is required of the lawyer or the physician? How much geography or chemistry is of practical importance to the mechanic, the merchant, or the minister? And yet, to which of these is not a thorough knowledge of the mother tongue exceedingly desirable and of the utmost practicable importance?

"What is that," says Coleridge, "which first strikes us in a man of education? and which among educated men, so instantly distinguishes the man of superior mind, that we cannot stand under the same archway during a shower of rain without finding him out? Not any unusual interest of facts communicated by him. It is the unpremeditated and evidently habitual arrangement of his words, grounded on the habit of foreseeing in each integral part, or (more plainly) in every sentence, the whole that he intends to communicate. However irregular and desultory his talk, there is method in the fragments."

In the whole range of knowledge nothing is more desirable and valuable than a thorough acquaintance with the mother tongue. Do our children acquire this in our schools? After years of work and studying with books, how many young men and young ladies use good English in conversation? and how many can write upon current events with which they may be familiar, so as to observe a consecutive order of topics and express thought clearly and forcibly? It is no common acquirement to be able to wield a fluent pen, or in unpremeditated speech to express definite ideas in elegant language, or even in plain, simple English. Look over the curriculum of study and say which of the many subjects will be of the greatest practical value to your child, and, moreover, which will most positively show supremacy of intellectual vigor. Truly, in this subject, it would seem that the educational tree is planted with its branches in the earth and its roots in the air, and then we complain because there is not abundant fruitage, even after years of toil and patient waiting. But you ask how is a child to learn English? Let us interrogate Mother Nature; and this the true instructor must do This is his best science of education and his best art to co-operate with her. The mind to be educated is a complex machinery whose wheels, journals, belts, and pulleys, you cannot see, much less objectively handle, but an index moves and registers results. Observe this great teacher, Nature. How does a child learn to skate? By skating. Not by learning the definition of a pair of skates, and then naming each of the parts, and next, defining each of them. A boy may be able to name the parts of a pair of skates; as, runner, clamp, heel, toe, screw, etc., and yet not be able to skate. Is a boy to learn to skate? Let him skate. Is he to learn to swim? Let him go to the water and swim. Is the child to learn to write? It must take pencil or pen in hand and write. The child, under the great teacher, Nature, *learns to do by doing.* Precisely so in learning English. The first step, then, is to let the child express its perceptions in childish (plain, easy) language, which, under proper guidance and directions, must be good English. Committing to memory and reciting the language of other people, will not accomplish the work. Each child is blessed with five senses, to enable it to acquire a knowledge of things about it. These perceptions through the senses are to be expressed in correct language. The language culture should keep pace with the natural intellectual growth, without resorting to hot-house processes.

The subject of juvenile literature is, to-day, one of vast importance. How shall I induce my child to love good literature? What can be done to lead the young to shun, hate, condemn, the poisonous trash which is broadcast over the land to-day? These for a future article.

For the SCHOOL JOURNAL.

THE KINDERGARTEN.

BY KENOSHA.

As the Kindergarten is more and more becoming a necessity in the educational work of our day, to understand, really what it is, or ought to be, will most clearly point out that which will best make it the nearest to this ideal.

Is it an industrial school? Yes, just as a well cooked, well served, well eaten meal is an eating school. Is it a dancing school? Yes, just as the flock of birds in the tree, or lambs in the field, is a hopping school. Is it a school of art? Yes, just as the color, form and perfume of the flower are parts of the flower. The beauty of the form and color, and the perfume, could not be without the flower; the flower could not be without the stalk, nor the whole without the soil in which they thrive.

Healthy physical growth, happy hearts, skillful hands, pure imagination, moral strength and sweetness, are the products of the true Kindergarten. Who shall best cultivate these? Shall it be the young girl just out of school? Yes, provided she have the wisdom, skill and love, to meet the natural, rightful claims of the children. Has she? Shall it be the teacher trained in theories and methods of education? Yes, provided these theories and methods are spectacles through which more clearly to see the children, and not shades to shut them out. She who best understands the children, with needful skill and theories as incidents, will best till the garden of their souls, and will bring forth the best fruits of hands, heads and hearts.

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The XXVIIIth volume of the SCHOOL JOURNAL has closed and with it many subscriptions have expired. Notices to this effect have been sent to many thousands of our present subscribers. But the quick response and rapid rate at which the renewals are being made, together with the accession of new subscribers, encourages the publishers to believe that before the middle of January they will have a larger list of old and new subscribers than appears on the subscription books at the present time.

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THE SCHOOL-ROOM.

THE PETRIFIED FERN.

FOR MEMORIZING.

In a valley, centuries ago,
Grew a little fern-leaf, green and slender,
Veining delicate and fibres tender;
Waving when the wind crept down so low.
Rushes tall, and moss, and grass grew round it.
Playful sunbeams darted in and found it.
Drops of dew stole in by night and crowned it,
But no foot of man e'er trod that way;
Earth was young, and keeping holiday.

Monster fishes swam the silent main,
Stately forests waved their giant branches,
Mountains hurled their snowy avalanches,
Mammoth creatures stalked across the plain;
Nature revelled in grand mysteries,
But the little fern was not of these,
Did not number with the hills and trees;
Only grew and waved its wild sweet way,
None ever came to note it day by day.

Earth one time put on a frolic mood,
Heaved the rocks and changed the mighty motion
Of the deep, strong currents of the ocean;
Moved the plain and shook the haughty wood,
Crushed the little fern in soft, moist clay,—
Covered it, and hid it safe away.
O the long, long centuries since that day!
O the agony! O, life's bitter cost,
Since that useless little fern was lost!

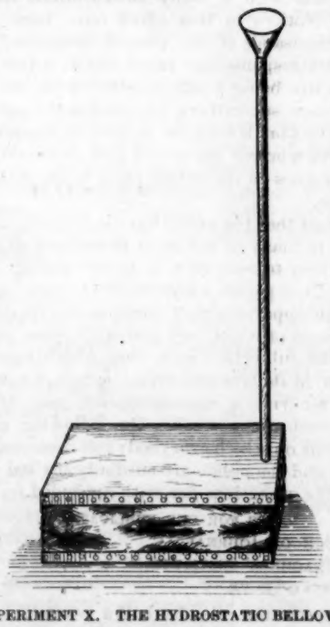
Useless? Lost? There came a thoughtful man
Searching Nature's secrets, far and deep,
From a fissure in a rocky steep.
He withdrew a stone, o'er which there ran
Fairy pencilings, a quaint design,
Veinings, leafage, fibres clear and fine,
And the fern's life lay in every line.
So, I think, God hides some souls away,
Sweetly to surprise us, the last day.

For the SCHOOL JOURNAL.

EASY EXPERIMENTS FOR MORNING EXERCISES IN COMMON SCHOOLS.—NO. IV.

BY G. DALLAS LIND, M.D., Central Normal College, Danville, Ind.

Teachers, if you are interested in this line of work, preserve the papers containing these articles. These experiments will stimulate thought, interest and amuse pupils, and teach important truths. One, or at most two, experiments each morning will be sufficient. By questions, draw from the pupils the *results and principles*. Do not talk too much. Keep up the interest. Always encourage pupils to ask questions. Try your experiment before coming before your school, and be sure that you understand the principles taught. Preserve, if possible, the apparatus constructed, for future use. Consider that materials for illustrating important truths and a thorough knowledge of many scientific principles, are a part of the teacher's stock in trade.



EXPERIMENT X. THE HYDROSTATIC BELLOWS.

Materials Used.—Two boards, an inch thick and 6 inches square; piece of leather 4 inches wide and 25 inches long; paper of carpet tacks; piece of cane (fishing rod) 6 feet long; a tin funnel.

Apparatus.—Fasten the two boards together, as shown in cut, by tacking the strip of leather to the edges. Where the ends of the strip come together, they may be fastened water-tight by beveling the edges, lapping, and cementing with a little of the cement used by shoemakers for putting "invisible patches" on shoes. You can procure enough from any shoemaker for that purpose. Use a great many tacks, for the box thus constructed must be water tight, or nearly so. Having procured the piece of cane, take it to the blacksmith shop, heat a rod of iron and burn out the partitions at the joints, and you will have a hollow tube. This is easily done. Insert the tube tightly in an augur hole bored in the top board near one edge and your apparatus is complete, except the funnel for convenience in filling with water. This you can borrow when you wish to use the apparatus; or, you can pour the water from a small pitcher directly into the tube. This piece of apparatus is worth many times its cost, and it will last a lifetime if taken care of.

Manipulation.—Before using the apparatus, soak it for an hour in a bucket of water, to swell the wood, and it will not leak. Place half a dozen bricks, several flat stones, or other equivalent weights upon the upper board. Pour water into the tube.

Result.—The upper board will rise slowly, lifting the weights. More weight may be added. You will be astonished at the great weight which may thus be lifted.

Principle.—"When fluids are subjected to pressure, the pressure sustained by any part of the restraining surface is proportional to its area." If the area of the upper board of the bellows be 36 square inches, and the area of the surface of the water in the tube be one square inch, then one pound of pressure in the tube would exert 36 pounds pressure on the board; or, in other words, a pound of water poured into the tube when the bellows was full would, by the pressure of its weight, sustain 36 pounds on the board.

Application.—This principle is applied in the machine known as the hydrostatic press. In this machine the pressure in the tube is not made simply by the weight of the water, but by a piston fitting the tube and made to press on the water by means of a lever. Exhibit picture of hydrostatic press, as given in any work on natural philosophy, or make drawings on the blackboard.

Problem.—If the area of the base of a hydrostatic press be 100 sq. inches, the area of the tube 2 sq. inches, and the number of pounds pressure in the tube be 100, what weight can be raised?

Remark.—The above experiment involves a little outlay of money and time, but it teaches one of the most important principles in physics, and is well worth the outlay.

EXPERIMENT XI.

Apparatus.—Same as in Experiment 10, except the funnel and the water are dispensed with.

Manipulation.—Place weights upon the bellows and blow into the tube with your mouth.

Result.—You can lift quite a great weight by forcible blowing.

Principle.—The same as in Experiment 10, except that the force in the tube is not produced by the weight of the air, but by the power of the muscles of respiration.

Remark.—This experiment shows that gases and liquids are subject to the same law of pressure.

EXPERIMENT XII.

Materials Used.—Strip of thick blotting paper, 6 inches long and ¼ inch wide; glass tumbler; a teaspoonful of water.

Manipulation.—Put water in tumbler, taking care not to wet the sides. Place the strip of blotting paper on end, letting it stand up against the side of the glass.

Result.—The water will be observed to rise and dampen the paper, rapidly at first, then more and more slowly until its progress is imperceptible. In ten or fifteen minutes the water will have ascended three or four inches.

Principle.—The water rises by virtue of a force called capillary attraction; a force which causes liquids to rise on the surface of solids.

More about Capillary Attraction in our next.

For the SCHOOL JOURNAL.

DEFINITIONS.

A SUGGESTIVE LANGUAGE LESSON.

SUGGESTIONS:—(1) Use words in sentences. A dictionary definition, however good, gives little ability to properly place words in connection with other words. (2) From some standard book copy a sentence where the word has been used. If a library is at hand, great discipline may be obtained by transcribing whole verses where the words under consideration are found. Webster's Unabridged Dictionary contains many sentences from standard authors, illustrating the proper use of words. (3) After the sentences are written, let synonyms be substituted for the one under study. This enlarges the vocabulary. (4) Let the sentences be rewritten, using *antonyms* in place of the synonyms. In this manner the meaning of the word becomes fixed in the mind.

I. PRESUME.

Common use: We presume he will pay what he owes.

Synonyms: We { guess " " "; assume " " "; take it for granted. "

Other shades of meaning, as: We suppose he will. "

Synonyms: We { trust " " "; expect " " "; hope " " "

"Dare he presume to scorn us?"—SHAKS.

Synonyms: Dare he { venture " "; attempt " "; try " "

PHRASES "To try one's hand."
"To feel the pulse."
"To see how the land lies."
"To throw out a feeler."
"To take one's chance."

Use the above words and phrases in sentences.

Copy as many sentences from standard authors as you can find containing these words.

II. PREDICTION.

Common use: The prediction was published.
"The prediction of cold and long winters was made."—BACON.

Synonyms: The { prophecy of the war was made; announcement " [years ago.; foretelling " "

Other meanings: The art of { augury. fortune-telling. prescience. fore-casting.

PHRASES. "Hand-writing on the wall."
"The signs of the times."
"A little black cloud no bigger than a man's hand."

These *predictions* are to the world in general as to Cæsar.—SHAKESPEARE.

REMARK:—A few words studied thoroughly in this manner will add greatly to the learner's power in the use of language.

For the SCHOOL JOURNAL.

NOTES FOR A LESSON ON POLITICAL ECONOMY.

LABOR—SKILL.

(For Thinking Pupils.)

Prepare a talk on this subject, writing the important words on the board, as in the blackboard hints below. Ask questions. Stick strictly to the subject. After the lesson is finished the pupils should be requested to write out in full what they have learned, reproducing the blackboard outline from memory. *Allow no notes to be taken in the class.*

HINTS.

Show that skill is the result of intelligence. Illustrations: the weaver; glass-blower; type-setters; type-writer.

What is intelligence?

Do bees, spiders, ants, and beavers do better work than thousands of years ago? What is the reason? How do the houses and other works of civilized men compare with the work of the uncivilized? What causes *improvement*?

Is the bee intelligent when it builds its comb? the spider when it weaves its web? the ant when it heaps up its hill? the beaver when it constructs its dam and house?

How do means of travelling now compare with old times? How the means of sending messages far away? Why was the railroad invented? Why the telegraph? In what is more skill displayed,—digging a ditch, or inventing and building a railroad? State reason.

Why have not the savages of Africa long ago invented a telegraph or a steam engine? Do they need them? Why?

What difference is there between the *skill* of the inventors of the sewing machine and those who make it according to their directions? Show what skill is: what labor is. What nations have skill? Is it possible for all skillful men to labor? Is it possible for all laboring men to be skillful? State the reason.

BLACKBOARD AIDS.

Skill is the result of intelligence.
Instinct requires no "
Skill originates in the mind.
Insects have no mind.
Insects " " skill.
Labor may be imitative.
Dogs " " taught to labor.
If dogs have some thought, then dogs have some skill.
Some men have little skill.
" " " " thought.
The more thought the more skill.
Education increases thought.
" " skill.
Schools increase thought.
" " skill.

Skill is more valuable than labor, because { it costs more to procure it; / it is rarer; / it is more productive.

Education by increasing skill, is { changing the character of labor; / lessening the cost of production; / increasing the production of goods; / setting in motion the production of things that labor needs; / increasing the amount of money needed; / calling into existence new forms of industry; / giving profitable employment to more laborers.

THE PUPIL'S FIRST WORK AT SCHOOL.

By Prof. E. O. Lyte.

We too often shut out from the pupil the world he should study, and wall him up with books. We introduce books into the hands of the pupil too soon. First lessons should be oral with drawing.

The child's mind should form the principal text book for the teacher to study. Adapt your instruction to the capacity of the child. We must cultivate very early the imagination and judgment. The little child learns to reason very early; and the teacher must constantly probe its knowledge and endeavor to extend its vocabulary.

Teach the correct use of needful language in connection with the elements of knowledge. If we do not cultivate good language early in children they will acquire incorrect forms of expression. We must endeavor to get the child's confidence and so we must interest it with stories, and in talking lessons to establish the means of communication between ourselves and the child.

We must teach little children lessons from common objects, their uses and parts, but we make a great mistake in giving lessons from the average model of a book upon this subject.

Form and color, the objects of nature, lessons in number, the representation of objects and ideas in outline drawing upon the blackboard, must all be connected with the use of proper language in the expression of ideas to be conveyed. Always teach objectively; be guided by the children and do not hurry.

If there is any sense that the teacher must cultivate more than any other, it is *common sense*.

Take simply name-words and let the child write them while it learns to read; teach words as units, and do not indicate at first to the child that words are made up of letters. The unit of language may be sometimes the word, sometimes a group of words as part of a sentence, and often an entire sentence.

Little children should have no reading book placed in their hands until they have learned to write short sentences to express their thoughts. Teach writing at once with reading.

The synopsis given is as follows:

THE PUPIL'S FIRST WORK AT SCHOOL.

I. First Lessons.
Oral with Drawing.
1. Objects.
Language.
Elements of Knowledge.
2. Subjects.
Stories.
Talking Lessons.
Uses of Common Objects.
Colors
Simple Geometrical Forms.
Simple Facts of Natural Science.
Number, Drawing, Songs.
Poems, Memories, Morals.
3. Principles.
Objective.
4. No Fixed Order.
II. Second Lessons.
Oral, Writing.
III. Third Lessons.
Oral.
Writing.
Reading.

For the School Journal.

SCHOOL ROOM SUGGESTIONS.

By Mrs. F. E. Curtis, North Adams, Mass.

I. Arrangement of Work.

The importance of inculcating neatness and scrupulous care of school belongings is often emphasized in suggestions to teachers. We judge of the value of the work done in a given school by the appearance of the teacher's desk, naturally expecting that the exactness of thought and precision of method necessary to thorough systematic teaching will be accompanied by corresponding regard for externals. In other words, a person of careless habits will exhibit the same characteristics in conversation, daily life and moral character; consequently too much stress cannot be laid upon training in every point that pertains to the formation of methodical habits. The thorough teacher will train her pupils to care not only for personal neatness and tidy desks but also for good arrangement of work, either upon slate, blackboard or copy book. Especially in arithmetic, from the very beginning teach the child how to perform examples without scattering the work all over the slate. With every advancing step, show, by example, just how to arrange the work so that it shall be as concise and business-like as possible. Insist that in any problem the first thing to be done is to express by signs the various steps in solving it. For instance, the child is asked to find the cost of 2½ lbs. of tea, when ¾ of a pound cost 37½ cts.: let him first write the statement thus: $37\frac{1}{2} \div \frac{3}{4} \times 2\frac{1}{2}$; then go on and solve the work. In explaining examples, also, have a regular form of explanation, and, if necessary, supplement it by cross questioning after the pupil has given it. If care is given to these minor details in the beginning of written work, the child will unconsciously imbibe a spirit of care, and it will extend beyond the sphere of childhood and school life even to the domain of character.

II. Importance of Topical Reviews.

It is often difficult for children to comprehend the relative importance of the various topics upon a given subject. In preparing the lesson from the text book, the child will often entirely fail to grasp the subject as a whole, and will have no idea how to systematize his knowledge. This is a source of much difficulty to both teachers and pupils. In assigning the lesson, the teacher should so present the subject that the pupil will then see the relation that the details bear to the matter as a whole. Then in preparing his lesson, let the child have before him the topics so arranged that he can readily distinguish general classifications and those that are subordinate.

Suppose the classes of nouns have been taught orally, and the class is required to learn them. Place them before the pupils in this way:

Nouns, { Proper, / Common, { Collective, / Abstract, / Verbal.

The class at once recognizes the general divisions and those that are specific. Reviews of entire subjects are profitably conducted by means of these topics which the child is requested to place upon the board, from memory, of course, thus testing his knowledge of the subjects as a whole.

Suppose the class has completed the study of Adjectives. Ask some one to write a schedule in this way:

Adjectives, { Qualifying, / Limiting, { Articles, / Pronominals, / Numerals, { Cardinal, / Ordinal, / Multiplicative.

Or, suppose the subject is Geography, and the class has studied about Government. Call for a schedule similar to this:

Government, { Monarchy, { Absolute, / Limited. / Republic.

U. S. Government:

Legislature, { Senate, / House of Representatives.
Executive.
Judicial, { Courts, / Judges.

These are simple illustrations of what may be done with young pupils. Encourage children from an early age to arrange and keep outlines of all the subjects studied.

They enjoy arranging their work in this way and take pride in thus producing their first attempts at authorship, besides the practice in writing, spelling, and systematic arrangement, is invaluable.

For the School Journal.

MAN.

AN AVERAGE MAN IS MADE UP OF

Muscles and tendons,	68 lbs.
Skeleton,	24½ "
Skin,	10½ "
Fat,	28 "
Brain,	3 "
Thoracia viscera,	3½ "
Abdominal viscera,	11 "
Blood,	7 "

SHOULD CONSUME EACH DAY:

Lean meat,	5.000. grs.
Bread,	6.000. "
Milk,	7.000. "
Potatoes,	3.000. "
Butter,	.600 "
Water,	22.900 "
His heart should beat,	75 times in a minute.
He should breathe,	15 " " "
He will vitiate,	1,750 cu. ft. of pure air in 24 hours.
He should have,	800 ft. of well-ventilated space.
He will throw off by the skin every 24 hours	18 oz. of water. / 300 grs. of solid matter. / 400 grs. of carbonic acid
His total loss every 24 hours will be	6 lbs of water and / 2 " of other matter.

This is an Average Man according to Huxley.

The churches are greatly in need—not of ladies and gentlemen—but of Christian men and Christian women—such as characterized the congregations of primitive times.—*American Christian Review.*

TABLE TALK.

We have received the following votes upon the questions proposed Dec. 6th:

1. *Ten books most helpful to teachers:* The Bible, "Unabridged Dictionary," Page's "Theory and Practice," Baldwin's "School Management," Kellogg's "School Management," Payne's "Lecture on Science of Education," "Spencer's Lectures," "David Copperfield," "Emerson's Lectures," and "Education by Doing." A second list: "Payne's Lectures," "Spencer's Education," "Parker's Talks," Quick's "Educational Reformer," Carpenter's "Mental Physiology," Galton's "The Human Faculty," Marsh's "The Earth as Modified by Human Action," Emerson's Essays—particularly "Self-Reliance," Mathew's "Getting On in the World," Hargrave's "Alcohol and Science."

2. *Ten famous educators, living or dead:* Christ, Paul, Socrates, Pestalozzi, Froebel, Mann, Page, Harris, Parker, and Hunter.

3. *Ten best newspapers not educational:* New York Herald, New York Sun, St. Louis Republican, Christian Union, Boston Transcript, Philadelphia Times, San Francisco Chronicle, New Orleans Picayune, Chicago Tribune, and Burlington Hawkeye. Second list gives: Harper's Weekly, Popular Science News (journal of chemistry), Literary World, or The Critic; National Temperance Advocate, New York Witness, The Nation, Christian Union, or the Independent; The Youth's Companion.

4. *Ten helpful games for children:* Author's Spelling game, Natural History game, True Story game, Playing Soldier, Charades, Word-making, and "Earth, Air, and Water."

5. *Ten living Preachers:* Chas. H. Spurgeon, Henry W. Beecher, T. De Witt Talmage, Mr. Moody, Joseph Cook, Mr. Harrison, John Hall, Bishop Simpson, Brooks and Clark. Another list under this head gives the following: Charles Spurgeon, Henry Ward Beecher, M. J. Savage, Canon Farrar, De Witt Talmage, James Freeman, Clarke, Joseph Cook, R. Heber Newton, Bishop Cheney of Chicago, Phillips Brooks or John W. Chadwick.

* * *

Miss Mackintosh, of Hoboken, makes the following excellent suggestions: The question of suitable games and songs is one that lies at the root of the *social* training of children. Either in school or out of it, the children will have this training; it only remains with us to decide whether it is best to trust to the moral influences "of Miss Jinny-a-Jones" and kindred street songs, or to carefully guide the dawning taste to the choice of food most suited to its needs. It is undeniable that there is a very taking ring to nearly all these street songs; and it would be interesting to trace out the laws governing the liking of the child in each case, in order to make use of them in the composition of new and more child-like songs.

* * *

Can you tell me of some ways to amuse children in the school-room during the cold, blustering days; also the best mode of giving merits to pupils of intermediate grades? C. L. L.

We shall be glad to hear from our subscribers on this subject. Short, suggestive articles are always valuable. Amusements in the school-room should not be boisterous. Talking and laughing must be permitted, but never rudeness. A table in the centre of the room, around which ten or twelve could gather and play games, would be good; in fact, teachers do not make as much of instructive, *interesting*, and cheap games as they ought. They should be permitted only at fixed times, and forbidden at all others. The discussion of the merits of special games must be left to the future. It is an important subject.

* * *

Instruction in spoken and written language should begin early in the school course. Lessons in formal grammar ought to be left until a later period. Our *best* schools neglect discipline in the art of connected and intelligent talking and writing. Pupils should be encouraged to talk in a coherent manner about something, even though it may be quite unimportant. Great good will come from it. It is charged against our schools that not one in a hundred of the graduates of our best public schools can write rapidly a letter page without making many rhetorical and grammatical blunders. A graduate of Harvard University recently committed many serious errors in a prize essay. He would have made less if he had written it in Latin. Here are two maxims; think of them:

Language, spoken and written, in connected expressions before formal grammar.

We learn to talk by talking, and to compose by composing.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on *one* piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

We will not guarantee an answer to any question unaccompanied by the writer's full name, address and stamp, for we are able to publish but a small portion of the letters of inquiry, and must select those we judge to be of the most general interest.

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(1) What is meant by Butler taking the "Silver Spoons?" (2) What was Blaine's South American policy? (3) How do the Democratic and Republican majorities stand in Congress? Are both Houses of one political majority, or is one Democratic and the other Republican? (4) Is this sentence correct? "John told me that you are going to town to-morrow?" If not, why?

[(1) When, during the civil war, Butler took New Orleans and held it under martial law, he confiscated the property of all disloyalists according to directions from Washington. In one instance the silver plate, spoons, etc., were removed and he was charged by his enemies with having appropriated them to his own use. The property was returned in due time by the Collector of Customs, in whose charge it had been placed. (2) To knit the South American Republics and the United States into some kind of union by which peace on the Continent should be promoted and all difficulties be settled by arbitration, forever doing away with war. To extend our trade with them by treaty and to form a coalition against European interests. (3) The lower house is Democratic, from 78 to 89 majority, and the Senate is Republican by 2 or 4. House: 196 Democrats, 118 Republicans, 5 Readjusters, 1 Greenback, 3 Independents. Senate: 38 Republicans, 36 Democrats, 2 Readjusters. (4) No. In dependent clauses the present tense is attracted into the past by the preceding verb, if in the past, unless the proposition be universal. "He told me that two and two make four" is correct, or "that gold is yellow," or any other *permanent* proposition.—S].

I would offer another solution to the problem of the ball of yarn—one based on the principles of the similarity of solids. The original ball has *three* shares in it, and the ball left, after the first woman takes off her share, has *two* shares in it, and that which goes to the last woman has *one* share in it. We then have in the problem three balls, similar solids of course, their values being 3, 2 and 1 respectively. Since the volumes of spheres are to each other as the cubes of their diameters, we have $3 : 2 :: 6^3 (144) : \sqrt[3]{144} = 5.241$ inches, diameter of ball containing two shares. Again, $3 : 1 :: 6^3 (72) : \sqrt[3]{72} = 4.16$ inches, diameter of ball of *one* share. 6 inches − 5.241 inches = .759 inches, amount of diameter removed by first woman. 5.241 inches − 4.16 inches = 1.081 inches, amount of diameter removed by the second woman; and 4.16 inches is amount of diameter left for the third woman. J. W. M.
London, Ohio.

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(1) Where can I obtain photographs of the usual (small) size of distinguished persons, United States Presidents, notable places, occurrences, celestial and terrestrial, etc.? (2) How do men measure such small things as $\frac{1}{1000000}$ inch, $\frac{1}{10}$ second, etc.? (3) Explain the using of the "ball" at the observatory at Washington, D. C., which falls at noon and communicates, automatically, the time to the different cities? (4) How cure pupils of saying "a" after words in reading?

[(1) Write to E. B. Faye, 104 Broadway, New York. (2 and 3) See JOURNAL columns, Dec. 18. (4) That is one result of the alphabetic method. You must have them read naturally; have them talk about the lesson. Write on the board the sentences they use in talking and ask them what the board says. Lay aside the book entirely until they can read a sentence in a natural tone wherever they see it.—B].

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(1) Why do we have our longest day the 21st of June? (2) If multiplying a number increases it, why does multiplying $\frac{1}{2}$ by $\frac{1}{2}$ give a product less than either factor. (3) What are the peculiar uses of who, which, and that?
AN ADMIRER.

[(1) When the sun is at either of the *solstices* all places in the *same hemisphere* with it have their longest day and shortest night, and those in the other their shortest day and longest night. For, when the Sun's declination is greatest (as it is at the solstices) its meridian, altitude and diurnal arc must be greatest and its nocturnal arc least. (2) Multiplying a number increases it, only when the multiplier is *greater* than unity. (3) To give the peculiar uses of "who," "which" and "that" would require at least a column. In brief, we have the following rules: "Who" relates to persons, "which" to things, and "that" to persons and things.—C. J].

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(1) How many kinds of railroad time has the United States? In what way is the time reckoned? Q.

[(1) When the new time went into effect there were five standards, as shown by illustrated maps published by Nat. Railway Pub. Co., 46 Bond street, N. Y., viz.: the *Intercolonial, Eastern, Central, Mountain* and *Pacific*. The roads to be governed by the first dropped it and adopted *Eastern* time. The local time of the central meridian of each belt—60 degs., 75 degs., 90 degs., 105 degs., and 120 degs., as the case may be—is taken for *all* places within the belt. Pittsburgh, Pa., still holds to its own local time, and two small railroads there.—S].

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(1) How would you conduct a public examination in an ungraded country school where there are four classes—First Reader, two Third Reader classes, and a Fifth Reader class? (2) Is this problem stated correctly? "How many acres are there in a square tract of land containing as many acres as there are boards in the fence enclosing it, if the boards are 11 ft. long and the fence is 4 boards high?" S. M. S.

[(1) Prepare examination questions for each class, some for oral and some for written work. Write the questions on small cards, numbered; distribute, with writing material, to the classes that are to write. Arrange so that one class may recite orally while others are writing. A few or all of the written answers may be read aloud. (2) This *seems* impossible, but it is stated correctly and is easy of solution. The answer is 92,160 acres.—C. J].

Will you kindly give reasons for considering the Missouri and Mississippi as one river, and the river rising in Lake Itasca a tributary? L.

[There are no good reasons. Those offered are that the Mississippi-Missouri would thus be the longest river in the world; that the Missouri is navigable 2,540 m. from the Miss., whereas the Miss. is navigable only 2,300 m. from its mouth: that the grandest falls in N. A., except Niagara, are on the Missouri. The Miss. is 3,160 m. long; the Mo. only 3,096. Model the U. S. in clay, or sand, or putty, notice the basin of the Miss.; its direction; how it gathers in the waters along its course, and you will understand why no authorities call it a tributary.—S.]

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(1) Does the best pronounciation of words ending in "ture" take the sound of y at the commencement of the last syllable? (2) When did England free the slaves in her colonies? Did she allow the owners any compensation? (3) How many Atlantic cables are there? (4) Are the Northern and Southern railroads completed?

[(1) Webster is the best authority. (2) The bill passed in August, 1833, took effect August, 1834. £20,000,000 was appropriated from the national treasury for the payment of the masters. (3) Ten. Six from Ireland; two from England; two from France. (4) Yes. The Southern was finished in December, 1881, and the Northern in September, 1883.—B].

I try to make myself a model teacher and still I am not satisfied, although our Co. Supt. pronounces my school *almost* perfect. I have my failings, and hear them, too. Some say, "You are too good-natured," others "You do not whip enough." I try to let my pupils see that I am their friend, and my whole desire is for their benefit. My scholars whisper, and I cannot easily prevent it. And do you think it a very great crime? SOPHIA E.

[No, not when it does not disturb. The question has been frequently discussed in the JOURNAL.—B].

What are the characteristics of the Tonic Sol-fa system? S.

[It has but one representation of the scale, instead of fourteen, as in the staff notation, and there are but two representations of each chromatic tone. It avoids the technical difficulties of the staff notation until the mind is thoroughly trained to musical effects. It is sometimes called the "Natural Method." Theo. F. Seward, care Bigelow & Main, New York, is the leader of the system in this country.—K.]

Are the Icelanders noted for their superior intelligence? M.

[They are distinguished for a wonderful love of education and delight in the study of history as set forth in ancient *sagas* and poems. The oldest monuments of Scandinavian speech, compiled by the Northmen in the 9th century, have been saved to us by the tenacity with which the people cling to their sagas. They have cultivated poetry and other departments of literature with great success.—S].

Where did we get the sign of equality?

[We speak of parallel passages in literature; equal numbers run parallel to each other in like manner; therefore, parallel lines were taken as an appropriate sign of equality.—S].

At what ports of the earth is the centrifugal force least?

[At the ports nearest the poles; Hammerfest in Europe; Cape Town, Africa, etc., etc. The greater the latitude the less the motion. Insert a square stick through a sponge; wet the sponge; twirl the stick and observe closely what follows.—S].

How is Latin taught by the "Natural Method?" Inst.

[One's mother-tongue is learned *naturally*, and the "Natural Method" with Latin is the imitation of that, at least in part, so far as using it in conversation is concerned.—J].

What is the antecedent of "them" in the last line of the 12th verse, 10th chap. of St. John? D.

["Sheep." See Revised Version.—J].

Please capitalize and punctuate "alas poor thing alas!" L. H.

["Alas! poor thing, alas!"—C. J.]

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.

Our readers would like to know what you are doing. Will you not send us the following items: *Brief* outlines of your methods of teaching: Interesting personal items: Suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them.

EDITORS.

NEW YORK CITY.

The primary department of Grammar School No. 76 gave a reception holiday week. This school has been in existence but four months, but the exercises, which were under the direction of Mrs. M. E. Perley, the accomplished principal, would have done credit to any school in the city. School Commissioner Eugene H. Pomeroy presided, and there were present on the platform School Commissioners Devoe, Wood, Seligman, Perkins, and Holt; Prof. Hunter, of the Normal College; City Superintendent Jasper, and Assistant Superintendents Calkins and Jones. The exercises consisted of singing, recitations, and dialogues by the little pupils. Brief addresses were made by Commissioners Pomeroy and Wood, Prof. Hunter, and Messrs. Jasper and Jones.

ARKANSAS.—Prof. O. F. Russell is raising a library fund for his school at Lonoke, by a series of entertainments.

ILLINOIS.—The Moline public schools will make an Industrial Exhibit in that village March 28th. Supt. W. S. Mack will send copy of plan and rules to any address.

BROOKLYN.—The evening schools will re-open on Monday for seven weeks.

CALIFORNIA.—The annual meeting of the Teachers' Association was held Dec. 29th, 30th, and 31st. Among the topics discussed were the following: Address of Welcome, Hon. A. L. Mann, of Boys' High School; Annual Address of the President, Joseph O'Connor, and discussion thereon; "The Value of the Public School in Training the Future Citizen," Hon. Henry E. Highton; "Insects Injurious to Vegetation:" illustrated by stereoptican views, Matthew Cooke, Sacramento; "The Real Bearing of the Public Schools on Morals," Prof. G. H. Howison, A.M.; Motion Songs by Students from the California Kindergarten Training School: "The Kindergarten Occupations, or Exercises that would be Helpful in the Primary Schools," Mrs. Kate D. S. Wiggin; "Industrial Drawing," Mr. P. A. Garin, Oakland; Discussion, "Resolved, That every Class should consist of at least two Consecutive Grades," Aff., Mr. Jas. Denman, Mr. C. B. Towle; Neg., Mr. J. W. Anderson, Prof. H. B. Norton; "Entomology in the Public Schools," by Matthew Cooke; "A Scheme of Industrial Education," Hon. W. T. Welcker; Discussion, "Resolved, That the Principles of Industrial Education, including the Elements of Trades, should be taught in the Public Schools," Aff., Hon. W. H. Jordan, Mr. T. O. Crawford; Neg., Hon. F. M. Campbell, Mr. D. C. Clark; "Aids to Teachers," Mrs. N. R. Craven; "Spelling Reform," Mr. R. H. Webster; "A Proposed New Alphabet," Mr. A. L. Bancroft; "The Results of High School Education," Mr. F. W. Blackmar.

IOWA.—The Iowa State Normal School closed a very successful fall term Dec. 18th. The winter term opened Jan. 5, 1885. The enrollment for the past term, including the Model school, was 346: Normal alone, 300. The greater part of the former students will be back, accompanied by many who come for the first time. Three members of the faculty are spending their vacation in New Orleans. Miss Ida B. McLagan, teacher of music, also recently received a present of fifty dollars in gold from her pupils and friends in the school, "as a mark of their appreciation."

NORMALITE.

NEBRASKA.—The school of West Point, under Prof. Leach, has just closed a very successful term. Prof. Leach is represented as an untiring worker devoted to the profession, and able by his own enthusiasm to inspire his teachers to put forth their best efforts.——The Johnson Co. teachers had an interesting program for their meeting at Tecumseh, Jan. 3d.——The Pawnee City Academy has entered upon its second term of the present school year. The principal, A. K. Goudy, A.M., aims to provide his students with the best facilities for acquiring a thorough and practical education.

PENNSYLVANIA.—The Luzerne Co. Teachers' Institute, held at Wilkes-Barre, Dec. 15th-19th, was larger than ever before, about six hundred teachers having enrolled. Supt. Woodruff, of Bucks county; Rev. N. C. Schaeffer, of the Keystone Normal School; Hon. Harry Houck, Deputy State Supt.; Prof. Thomas M. Balliet, Normalville, Ill.; Prof. E. Oram Lyte, Millersville, and Prof. Geo. E. Little, Washington, D. C., were the regular instructors. Miss Nannie J. Adams, of Hazleton, read a paper on Literature; William I. Hibbs discussed general reading, and several of the teachers of Wilkes-Barre conducted class drills. Hon. E. A. Apgar lectured Monday evening on "The Rhine and its Legends"; Col. G. W. Bain, Tuesday evening on "A Journey to the Golden Gate"; and Hon. William Parsons, Thursday evening, on "Heroes of the Homeric Age."—— The Schulkill Co. Institute, another large gathering of about six hundred teachers, held their institute the same week, at Pottsville. Hon. Harry Houck, Prof. Thomas M. Balliet, Dr. N. C. Schaeffer, Prof. Francis P. Lantry, of Manlius, N. Y., and Miss H. E. Brooks, of Scranton, were the day instructors. A number of the teachers of the county read valuable papers and took part in interesting discussions. Col. Balne lectured, Monday evening, on "Journey to the Golden Gate"; Prof. Richard A. Proctor, of London, Tuesday evening on "The Birth of the Solar System"; Hon. William Parsons, of Dublin, Wednesday evening on "The Mediterranean, its Men and its Meroics." Thursday evening the teachers were entertained by Miss Emma S. Howe and the New York Philharmonic Club.—— The Wyoming County Institute was held at Tunkhannock, Dec. 23d-27th. Supt. James a Coughlin, of Luzerne, was one of the prominent instructors.——Prof. Thomas M. Balliet was before the Beaver County Institute—Dec. 23d-27th.——J. Frank Nuss has resigned the principalship of the Wyoming schools, to accept the position of private secretary to Payne Pettybone. His successor is Henry Lefford Morgan.——Prof. A. U. Potter, of the Wilkes-Barre schools, has been attending the Exposition at New Orleans.

WILL S. MONROE.

THINGS don't turn up in this world until somebody turns them up. JAMES A. GARFIELD.

EDUCATIONAL MISCELLANY.

WISDOM FROM ILLINOIS EDUCATORS.

MR. VAILE: It is the duty of the Illinois State Teachers' Association, as an organization, to do its utmost to induce political parties to put in nomination for the office of state superintendent of schools men recognized by the educators and friends of education in the state as specially fit and worthy of the office, and not to be governed in their nominations by any consideration of locality, or by any condition, save that of ability and disposition to serve the educational interests of the state in the highest manner possible.

DR. ROBERT ALLYN, Southern Normal: County Superintendents should be selected because of their qualifications for the places. They should be school men, and experienced and competent teachers. They should have authority to expel ignorance and incompetency from the class of teachers. They should have authority to annul the certificates of incompetent teachers, and promote worthy ones.

PROF. ALFRED HARVEY, Paris: The thing most necessary is good supervision. There is also a need of competent teachers in country schools, and more care should be exercised in their selection. There should be an additional superintendent for every twenty schools, who should inspect and properly supervise the country schools.

STATE SUPT. RAAB: Out of the entire cost of the great bridge over the Mississippi at St. Louis, over $1,000,000 was paid for the supervision of the work, and yet the work was done by skilled and experienced workmen.

SUPT. HOOD, of Randolph: Extended experience in teaching is not in itself a test of professional skill. Many have entered the profession with neither natural or acquired qualifications, and have remained in it for years through the criminal neglect or indulgence of school officers. Popularity or reemployment from time to time in the same school, do not constitute a reliable test. Examination should be principally written, except in theory and reading, which should be conducted orally. The teacher should be graded according to his marking in each branch and not on the average, and record of the results of such examinations should be kept.

STATE SUPT. RAAB; The examination is not a sure test of the teacher, and professional skill and scholarship are not allied. The oral, living work is the test of the teacher, and a few visits would convince any one whether or not a teacher should be commended.

SUPT. S. Y. GILLAN, of Danville: I favor oral examination and placing the teacher in the position of questioner.

STATE SUPT. RAAB: It is not enough for the teacher to know what is contained in the text-books. He should understand the nature of a human being, and should teach the child how to think.

The state certificate plan does not seem to meet the demands of the times,—it is too exacting, and as between that and the county certificate plan, a ten years' certificate, valid in any county in the state, would be better.

DR. SAMUEL WILLARD, Chicago: In teaching history more attention should be paid to descriptive and explanatory history than to chronology and memorizing of dates. History should be taught by the philosophy of events: the causes, results, and surrounding circumstances.

SILAS Y. GILLAN, Danville: We should know something about the learner before we can know just how to teach history. The art of teaching history will depend so largely upon the pupil, that it must vary with the class you are teaching, and must also vary with the age and disposition of the pupil. The question whether many dates or no dates at all should be taught, should depend upon the pupils of the class. If the pupil remembers dates easily, and has an active mind, then teach him dates, if not, only the more important dates should be impressed upon his memory. You should impress upon the pupil's mind the habits, customs, and condition of the races, and the time the events transpired, and the probable effect of these conditions and habits in forming, or causing these events. I have some doubts as to whether it is wise for the teacher to point out the analogies and causes so systematically—a sort of ready-made philosophy—for the pupil to learn. I would rather lead the pupil through the learning of the facts so that he may catch some notion himself of the causes and results. It is not always an easy matter either to point out exactly what the real causes or results of historical facts are.

MR. ROOT: A few years ago when my little daughter was reading Uncle Tom's Cabin, she asked where these events occurred, and I told her south of Mason's and Dixon's line, that they could not occur north of it.

MR. GILLAN: Is there a single person in the house who could tell where the events described in Uncle Tom's Cabin occurred? I do not think there is, and I do not think it makes any difference to the student of history just where they occurred?

ORVILLE T. BRIGHT, Chicago: Simply teaching English grammar cannot produce correct speaking, and no one can ever change from incorrect speech to a correct language by merely studying the text-books, and the rules contained therein. With few exceptions scarcely any improvement has been made in grammar making during the past century. Grammar teaching is usually confined to committing the rules to memory, and if the students can write the words in his vocabulary regularly, his grammar knowledge is considered complete. In the study of syntax there is material for delightful and justifiable study. The language children begin to use is acquired in many different ways, some correct and much incorrect. There is much danger in the use of text-books, since there is such a wide difference in handling the subject matter. The best way is to teach grammar by conversation between the teacher and pupils. The greatest study of the teacher should be to assist the pupil to get interested, and to give a proper construction of the language used. Letter writing and composition should be taught, for this is the most used in actual life work.

MISS EMMA J. TODD, Aurora: The child should be taught to think for itself, then only can grammar be taught.

PROF. METCALF, Normal: A pupil must be made to understand what is taught.

PROF. JAMES H. BROWNLEE, Southern Normal University: The art of speaking and writing with ease, variety and impressive effect does not receive the degree of attention which its importance demands.

PROF. A. R. SABIN, of Chicago: Instruction in music should be given in the public schools. Teachers need help in this direction to prepare for this branch of work. The county superintendents and county institutes ought to provide places in their programs for teaching music, and ought to provide teachers.

STATE SUPT. RAAB: School exhibits are good, in that they bring the parents to the school. No premiums should be given to pupils, as thereby a morbid desire to see their name made public is encouraged.

SUPT. SMITH, of Sangamon: The time is come for a course of study to be issued from the State Department of Public Instruction; also questions for monthly examinations, to be prepared by the superintendent of public instruction, assisted by a committee of county superintendents.

STATE SUPT. RAAB: It would be a physical impossibility for the State department to furnish questions for the whole state. I am willing to prepare, with the assistance of superintendents and teachers, an outline of study to be sent to every teacher in the State.

PROF. HALL, Carbondale: There is too much fondness for shying bricks at country schools. They are not faultless, and neither are the city schools. Some of the most successful teachers in the State obtained their training in country schools.

GEO. E. KNEPPER, of Peoria: The mind develops according to the laws of influence. It is plain that our district schools have never been properly conducted.

The relation of morality to Christianity is so close that they may be said to be co-relative, and when one is offended so is the other. Our manuals pay more attention to manners than to morality. The influence of a teacher's personal character cannot be over-estimated for good or evil.

The following officers were elected for the coming year:

President—Prof. James H. Brownlee, Carbondale. Vice Presidents—One from each congressional district from the Thirteenth district, J. H. Tear, of Delavan; Secretary—Leonora Franklin, of Belvidere: Treasurer—R. R. Walker, of Rockford; Executive Committee—O. S. Cook, of Chicago; S. Y. Gillan, of Danville; and Emil Dapprick, of Belleville.

THOUGHTS FROM THE NEW JERSEY TEACHERS' ASSOCIATION.

SUPT. BARRINGER: Never was a time when so much interest was manifested in the cause of education. Educators assemble in council to devise ways and means of solving the great problem of how to educate the human mind. Let your councils be solemn in a broad sense.

STATE SUPT. APGAR: Various agencies are at work for the benefit of the human family, the chief of which is the teacher. If the generation that follows us is to be better than this, our children must be better educated.

PRES. HOLMES: Where one stands is less important than in what direction one is moving. The stage coach yielded to the palace car. In methods of instruction there has been much advancement. The change in studies is tending toward practicalness. The aim is to close the gap between knowledge and instruction.

SUPT. BARTON, of Jersey City: He who plans and erects a well ventilated and properly lighted schoolhouse is a benefactor to his race.

Parents are often too busy to teach physical training to their children, and the duty thus falls upon the teacher. A large-sized why hovers in the minds of a majority of children. Physiology should be taught objectively, bringing into the school-room bones, skeletons, manikins, and objects for microscopic study. Technical terms should be avoided until advanced lessons are reached. Practical problems should be given concerning amount of air space required by different numbers of individuals and rate of fresh supply.

SUPT. C. JACOBUS, New Brunswick: Up to the present day the ornamental has overridden the useful. There is no more necessary work than the teaching of hygiene in the public schools. Nothing but the schools can reach all classes in the promulgation of sanitary laws. The children properly taught these become centres of light radiation. I have known the whole economy of households to be changed by judicious instruction in school. Teachers have thus revolutionized whole neighborhoods. There is nothing so costly as disease, nothing so economical as to ward it off.

MR. J. M. WATSON: All listen and say yes, yea, but what are you going to do about it? Practical Hygiene means work. Every normal and training school should be required to teach as thorough a course in physical as mental philosophy. If we can have but one, give the

physical training and let the mental go. Every morning before breakfast every human being should have some kind of physical exercise. I hope the time will come when no teacher in New Jersey can obtain a certificate until she has the ability to give practical instruction in physiology.

DR. DENNIS, of Newark: What we have to do is to open our eyes and noses. There is no more practical way of getting at it than by visiting the homes of poor pupils; this will furnish food for instruction. Teachers do not realize how little pupils know of their own bodies.

PRIN. W. M. GIFFIN, of Newark: Garfield said, "It is to me a perpetual wonder that any child's love of knowledge survives the outrages of the school-room. The order of his needs should be the order of his works." A question was asked at a teacher's institute six months ago which I have been trying ever since to answer—namely, Why is it that the pupils who enter our grammar grades are so far behind in arithmetic?

Any child can commit Thanatopsis or Paradise Lost, but it takes a master mind to comprehend them.

The capacity to crowd the mind is not the capacity to educate. Reason refuses to be crammed.

Revolve this thought through your pedantic skull,
The pupil through the teacher oft is dull.

Many who desire to be pure Quinceyites appeal only to one sense. Never consider your duty done until all or as many as necessary of the senses have been appealed to in order to reach the understanding.

Every young person who is confident of his imbecility and inability to do anything whatever, feels competent to instruct the human mind, that instrument by which man becomes the interpreter, the adorer, and almost the representative of Divinity.

REV. WM. E. CROWE, of Newark: Intelligence and morality are inseparable, character and knowledge joined make the strongest possible combination. Each should labor in his sphere faithfully. Obscurity may be the lot of the teacher, but he may derive encouragement from the fact that the greatest forces in Nature are obscure. Cyclones, with devastating force and the thunderbolts of heaven, may be accompanied with noise and fury, but a greater power than these is in the rays of the morning sun as it gilds the earth, and yet its touch is so gentle as not to rouse the sleeping babe. There is grandeur in the teacher's work. A greater glory beams from the door-step of the Public School than from the dome of the Capitol.

Each teacher should make himself indispensable in the field in which he is laboring, even if his salary be small. All professions are crowded at the bottom.

J. MADISON WATSON: The ordinary things found in a home are not found in an ordinary reading book.

PROF. JOHN ENRIGHT, Freehold: No one can attain a vocabulary from his spelling-book as it has existed.

The three methods in use are:

I. The Oral Method.

II. The Graphic Word Method.

III. The Paragraph Method.

The latter is held to be the practical and philosophical method.

Spelling being a mechanical operation, it should be taught as other mechanical operations are—by repeated practice with the sentence.

I. Spelling is best taught by dictating paragraphs to pupils; have them exchange, and mark words wrongly spelled, while the teacher spells the words.

II. Lessons should not be assigned at least in the higher grades. This is important.

III. Pupils' vocabulary in the High School Department does not extend beyond 1,500 words. This was arrived at by counting different words in a series of compositions.

SUPT. C. E. MELENY, Paterson: Of all the educators of modern times Frœbel stands pre-eminent.

The end and aim of elementary instruction is the development of character. It depends upon the threefold nature of man—the physical, emotional, and intellectual.

The child is a social being; this fact renders his education all the more easy.

The public schools surpass the private schools.

Educational forces are the home, school, and the church. The schools must train the children.

Psychology should be practical; not a mass of definitions.

The work of the teacher is very broad.

He must know the child physically, psychologically, and the means to be employed for his development.

Superintendents and Boards of Education should know as much as the teacher.

Teachers must, under the present circumstances, do as they are told.

The remedy for many evils is in proper classification.

Our examination system is often cruel.

The State requires attendance at five years of age, and then gives them work as though they were eight years of age.

J. M. GREEN, Hightstown: It is impossible to cultivate any one faculty without also training all the others.

Several physicians were called together to tell how to ventilate a school building. They objected to lowering the windows, but ordered an opening to be made at the side of the window, opening directly out of doors, to remain permanently open.

PRIN. J. W. LYCETT, Hoboken, N. J.: The boy is the barbarian of the civilized community.

The average girl can neither cook, wash, or sew.

PROF. JOHN GREENE, Hightstown: Ally the best pupils with the work of the school.

The worst boy in the school is often the new teacher's best friend.

Take care to recognize all honest work.

It is a maxim in war to find out what your enemy wants you to do and then don't do it.

There was a saying among Dr. Arnold's boys that it was a shame to tell him a lie, for he always believed it.

What Mr. Bergh has been to a great city many a boy has been to a whole school.

Increasing wealth is doing us increasing harm.

SUPT. BARRINGER, of Newark: The school has a work to do. It must confine itself to its own work. We must build upon the everlasting foundation of truth. The power of example is a mighty influence.

We want to learn to teach from a sense of duty and not from an impetus of reward.

Are those things right because you do them, or do you do them because they are right?

If there is any benefit in teaching history it is the morality of history.

The Tonic Sol-fa System was recommended by the Association. A report was made by Prof. Harris, of Bayonne. Prof. Hoyt, School No. 8, Jersey City, said it had been tried in his school and he knows it is superior to the old system.

REFLECTIONS OF KENTUCKY TEACHERS.

AT THE STATE TEACHERS' ASSOCIATION.

PROF. GOODNIGHT, of Simpson Co.: Education enhances the value of labor from 100 to 300 per cent., and is also a great agent in decreasing crime. Politicians would do well to use their influence in the cause of education.

DR. POYNTER: The whole system of examination of teachers is wrong. It is not knowledge we want in teachers so much as the ability to teach.

HON. C. M. HANNA: The agricultural districts pay a larger share of the taxes than they get for schools, because the taxes are distributed according to the number of pupils. The farming districts are so far less thickly settled, and the proportion of taxable property so much larger, that the towns and cities get more than their share on a per capita basis of the distribution.

HON. W. M. BECKNER, of Winchester: And then, again, how can you get the districts to tax themselves, even to the extent that they are able to bear? The majority of their voters will not, in many instances, appreciate the importance of better schools until they themselves are better educated. They cannot be better educated until they have better schools. They cannot have better schools until they have more money. They cannot have more money until they have voted more taxes, and thus we go around the circle without solving the problem. You had as well tell a man to pull himself over the fence by his bootstraps as to say that those who do not know the advantages of education ought to provide better schools. The sum and substance of it all is that we must have Federal aid in the Southern States, if we hope to see a sufficient system of free schools during generations to come.

PRES. PROF. M. ANDREWS, of Galesburg: A boy is, perhaps, dull and slovenly and a source of annoyance to his teacher; In a few months he is transferred to another teacher, when his dullness is lost and his entire appearance is changed, for he has entered a new life and is brought into disciplined attention. He is brought to feel that his teacher has a personal interest in him. The mere making of laws will do no good unless we have teachers who are competent and thoroughly prepared for the work they have to perform.

NOTE.—We should have been glad to give more extracts, but could obtain no more from the meager reports received.

For the SCHOOL JOURNAL.

LIVE QUESTIONS.

1. Where is the American "Giant's Cause way?"
2. What is the difference between national and other banks?
3. How long is the Arlberg tunnel? When was it completed?
4. What are crofters?
5. What English writer used his pen to pay an enormous debt?
6. What bird can look at an object with both eyes at once?
7. Where are the eyes of a snail?
8. What is the office of the "clearing house" in this city?
9. What are the "erratic blocks?"
10. Why does the hairbell hang its head?

OLD MASSACHUSETTS established the first school in the United States, the first academy, and the first college. She set up the first press, printed the first book, and the first newspaper. She planted the first apple-tree, and caught the first whale. She coined the first money, and hoisted the first national flag. She made the first canal and the first railroad. She invented the first mouse-trap and the first washing machine, and sent the first ship to discover islands and continents in the South Sea. She produced the first philosopher, and made the first pin. She fired the first gun in the revolution, gave John Bull his first beating, and put her hand first to the Declaration of Independence.

For the SCHOOL JOURNAL.

ANSWERS TO LIVE QUESTIONS.

(See Dec. 13.)

1. The first white men within the present bounds of the State of Connecticut were Dutch.

2. Yale College was first established at Saybrook, as "the most convenient place at present."

3. Roger Williams was born in Wales, in 1599.

4. De Vries, a Hollander, led the colony that first settled in Delaware; but it was not permanent. A company of Swedes and Fins, led by Peter Minuit, made the first permanent settlement.

5. The chains with which Columbus was bound when taken back to Spain, on his second voyage, he always preserved "as relics and memorials of the reward of his services," and, in compliance with his request, were deposited in his coffin.

6. The Indians had the right of residence in America but no right to possess the land, because they did not occupy. The Roman law, that the right to possess a portion of land belongs to him who has occupied it continuously and unmolested for a certain number of years, has been adopted by all nations. The Indians did not so occupy America.

7. The poem read at the opening of the Centennial at Philadelphia was written by Sidney Lanier.

8. The land ceded to the Connecticut colony extended as far west as "the utmost sea."

9. Between the years 1607 and 1775 England founded twenty colonies.

10. The territory west of the Delaware, between the province of New York and Maryland, was called neutral ground before Penn received his grant. The greater part of this was given to Penn, and the rest was retained by the crown and eventually surrendered to the U. S.

(See Dec. 20.)

1. The 4th verse of the 10th Psalm names a place where God is not.

2. Seven and one.

3. Within 300 miles of Quebec, nearer to the settled portion of Canada than any other lake except Winnepeg, has been found a lake equal in size to Lake Ontario.

4. In coking the object is to consume the volatile products; in distillation it is to collect and save as much of them as possible.

5. The amœba, and other animals belonging to the same divison of the animal kindgdom, have no nervous system.

6. The bee swallows the honey she sucks from flowers, passing it down her throat into a honey-bag or first stomach, which lies between her throat and real stomach, and carries it to the hive, where she empties the bag by passing the honey back through her mouth into the honey-cells.

7. Old Keokuk, an influential chief of the Sacs and Foxes, signed his initials, O. K., to a deed to Iowa. From this signature originated "Oll Korrect."

8. The horse-ant fires a poisonous acid at his enemy.

9. Divers can talk to each other when under water only by lying on their breasts, with their heads close together.

10. When a cricket wishes to cross a stream of water he climbs upon a stick or stone, shuts his eyes and makes a spring, landing often in the water.

11. When a company of monkeys wish to cross a stream they climb into a high tree, and, by clinging to each other, form a line long enough to reach across the stream. The line is let down from the branch, and is swung back and forth until the foremost monkey can seize hold of something on the opposite side. The rest of the company then walk over on the line, the last monkey lets go his hold and the line swings over.

To introduce action words and prepositions, the teacher may write directions on the blackboard, as, "Bring me a cup of sand," "Put the bell in the box," and so on. Such little devices brighten the school-life, and certainly enliven, if they do not shorten, the steep way of learning.

FOR THE SCHOLARS.

ORIGIN OF A FAMILIAR POEM.

FOR THE READING CLASS.

Mr. Geo. P. Morris once said that on an occasion he was riding in New York City, near Bloomingdale, when he turned down a little lane. His friend asked, "Your object?" "Merely to look once more on an old oak tree planted by my grandfather, long before I was born, under which I used to play, and where my sisters played with me. There I often listened to the good advice of my parents. Father, mother, sisters,—all are gone; nothing but the old tree remains;" and a paleness overspread his fine countenance, and tears came to his eyes. After a moment's pause, he added: "Don't think me foolish. I don't know how it is: I never ride out but I turn down this lane to look at that old tree. I have a thousand recollections about it, and I always greet it as a familiar and well-remembered friend." These words were scarcely uttered when the old gentleman cried out, "There it is!" Near the tree stood a man with his coat off, sharpening an ax. "You 're not going to cut that tree down, surely?" "Yes, but I am, though," said the woodman. "What for?" inquired the old gentleman, with choked emotion: "what for? I like that tree." "Well, I will tell you. I want the tree for firewood." "What is the tree worth to you for firewood?" "Why, when down, about ten dollars." "Suppose I should give you that sum," said the old gentleman, "would you let it stand?" "Yes." "You are sure of that?" "Positive." "Then give me a bond to that effect." We went into the little cottage in which my friend was born, and which is now occupied by the woodman. I drew up the bond. It was signed, and the money paid over. As we left, the young girl, a daughter of the woodman, assured us that while she lived the tree should not be cut. These circumstances made a strong impression on my mind, and furnished me with the material for the song I send you.

FOR DECLAMATION.

Woodman, spare that tree!
Touch not a single bough!
In youth it sheltered me,
And I'll protect it now.
'Twas my forefather's hand
That placed it near his cot;
There, woodman, let it stand;
Thy ax shall harm it not!

That old familiar tree,
Whose glory and renown
Are spread o'er land and sea,—
And wouldst thou hack it down?
Woodman, forbear thy stroke!
Cut not its earth-bound ties;
O, spare that aged oak,
Now towering to the skies!

When but an idle boy,
I sought its grateful shade;
In all their gushing joy,
Here, too, my sisters played.
My mother kissed me here;
My father pressed my hand—
Forgive the foolish tear;
But let that old oak stand.

My heart-strings round thee cling,
Close as the bark, old friend;
Here shall the wild bird sing,
And still thy branches bend.
Old tree, the storm still brave!
And, woodman, leave the spot;
While I've a hand to save,
Thy ax shall harm it not.

—GEORGE P. MORRIS.

MAKE a little fence of trust
Around to-day;
Fill the space with loving works,
And therein stay:
Look not through the sheltering bars
Upon to-morrow,
God will help thee bear what comes,
If joy or sorrow.

PRUDENT, cautious self-control
Is wisdom's root, BURNS.

GOLDEN THOUGHTS.

Two of these selections may be placed upon the board each day, copied into note-books, and committed to memory by the pupils.

OCCUPATION.—In the early days of art,
Builders wrought with greatest care
Each minute and unseen part:
For the gods see everywhere.
—LONGFELLOW.

Nothing is more tedious than the pursuit of pleasure as an occupation. —BOVEE.

Nature has made occupation a necessity to us; society makes it a duty: habit may make it a pleasure.
—E. CAPELL.

THE PAST.—Study the past if you would divine the future. —CONFUCIUS.

If the past calls up no regrets, our lives will be happy in the present and our hopes bright in the future.
—JAMES ELLIS.

RECOMPENSE.—There is a sufficient recompense in the very consciousness of a noble deed. —CICERO.

Honor is the recompense of those who do right without seeking recompense. —EUTROPIUS.

If little labor, little are our gains;
Man's fortunes are according to his pains.
—HERRICK.

Forever from the hand that takes
One blessing from us, others fall;
And soon or late our Father makes
His perfect recompense to all!
—WHITTIER.

SELF-CONTROL.—I will be lord over myself. No one who cannot master himself is worthy to rule, and only he *can* rule. —GOETHE.

There are many things that we may win by violence; others can only become ours by moderation and self-control. —GOETHE.

Self-control and self-discipline are the beginnings of practical wisdom. —SMILES.

TALE-BEARER.—I know not which is the worse, the bearer of tales or the receiver. —F. PAGE.

Tale-bearers have done more mischief in the world than the poisoned bowl or the assassin's dagger.
—SCHILLER.

Speak not evil one of another.—*Bible.*

EDUCATIONAL CALENDAR FOR JANUARY.

BY N. O. WILHELM.

Jan. 13, 1808.—Salmon P. Chase; eminent American statesman; was born at Cornish, N. H.; a most successful legal writer and practitioner, an active opponent of the extension and existence of slavery, Sec. of the Treasury under Lincoln; his financial policy carried the nation through the civil war, caused the issue of greenbacks, gold interest-bearing bonds, created the National Banking System; he was then appointed Chief Justice and presided at the impeachment trial of President Johnson: his politics varied from that of his party, but his actions were always consistent with his principles.

Jan. 14, 1794.—Gibbon died; English historian; wrote "Decline and Fall of the Roman Empire"—greatest historical work in the English Language. He says: "It was in Rome on the 15th Oct., 1764, as I sat musing amid the ruins of the capitol, that the idea of writing the decline and fall of the city first started in my mind."

Jan. 15, 1865.—Edward Everett, distinguished American orator, scholar and statesman, died; born in Mass., graduated at Harvard with highest honors; traveled in Germany; Prof. at Harvard College; Gov. of Mass.; Minister to England; President of Harvard; was unsuccessful candidate for Vice-President when Lincoln was elected.

Jan. 16, 1809.—Sir John Moore died; celebrated British general; won the battle of Corunna, but lost his life; was born in Glasgow; was educated, and traveled on the continent; served against the colonists; distinguished himself at Corsica; was wounded in battle in Egypt in 1801, and made a masterly retreat in Spain before a superior force. His burial is described in Chas. Wolfe's noted poem, "Not a sound was heard, not a funeral note," etc.

Jan. 17, 1706.—Benjamin Franklin, eminent American philosopher, statesman, author and inventor; born in Boston; when seventeen went to Philadelphia almost penniless; by faithful work and vigorous study during leisure moments built an enviable reputation; went to London, where he applied for a position in one of the printing offices. He was asked: "Where are you from?" "America," was his reply. "Ah!" said the foreman, "from America. Well, do you really understand the art of printing? Can you set type?" Franklin stepped to a case and very quickly set up the passage: "Nathaniel saith, 'Can any good thing come out of Nazareth?' Philip saith unto him, 'Come and see.'" The wit in giving so delicate a reproof, his quickness and accuracy, won him a position in the office, as well as the respect and esteem of his fellow-men. He published "Poor Richard's Almanac" for twenty-five years; invented a cooking stove, lightning rod, a copper-plate press, improved the postal system, the fire company service; made some grand discoveries in the sciences; his humor held the colonial convention together; his wisdom guided in the declaration: his firmness conduced to American freedom; his greatness, fairness, and simplicity won French aid when most needed by the colonies. He wrote many pleasing and vigorous articles.

Jan. 18, 1782.—Daniel Webster; great American statesman and orator, was born in New Hampshire; was contemporary with Clay, Calhoun and Hayne; speech on the "Foote Resolution," his greatest; other great speeches, "Plymouth," "Anniversary of the Landing of the Pilgrims," "Dartmouth College Case," "Bunker Hill Monument," "Eulogy on Adams and Jefferson," "Greek Revolution."

Jan. 19, 1807.—Gen. Robt. E. Lee; celebrated American general, born; graduated second in his class at West Point; served in the Mexican war; principal Confederate general in the Civil War. In 1861 he wrote: "With all my devotion to the Union, and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, and my home." Many skillfully conceived battles he fought; surrendered at length at Appamatox, and with him fell the Confederacy; died in 1870.

NOTEWORTHY EVENTS AND FACTS.

FOREIGN.

Shocks of earthquake have continued with severity in Spain. Over 1,200 dead bodies have been taken from the ruins, and it is estimated that 2,000 people have been killed since Christmas. The provinces of Granada and Malaga have suffered most. Thousands of people are living in huts in the fields and carriages in the streets. A royal decree has been issued ordering a national subscription for the sufferers.

Another dynamite explosion has occurred in London in an underground railway. No serious damage caused.

General Wolseley has received a small piece of paper with Gen. Gordon's genuine seal on the back, dated December 14, saying that Khartoum is all right.

A dispatch has been received from the Mudir stating that an Arab from the Mahdi's camp has reached Dongola. He affirms that the Mahdi's followers are gathered in force at Mizancinek, twelve hours' march south of Omderman. They have repeatedly attacked Omderman, but have been repulsed with heavy loss and compelled to retreat to Mizancinek.

Four men-of-war have been ordered to proceed to Chinese waters to reinforce Admiral Courbet's squadron.

The Sultan has accepted the resignation of the Grand Vizier. A ministerial crisis is threatening.

Mr. Gladstone is suffering from long continued sleeplessness. Sir Andrew Clark, M.D., has ordered him to take complete rest for the present. He will retire to Hawarden Castle, his residence, and will remain there until his health is restored. Dr. Clark thinks that a week's rest is likely to restore the Prime Minister to his usual health. If in that time he has not recovered, he advises Mr. Gladstone to take a short sojourn abroad.

DOMESTIC.

Five car-loads of objects illustrating the life, religious rites and industries of the Pueblo Indians have arrived in Washington. They are to be shown at the New-Orleans Exposition, where they will doubtless attract much attention.

R. E. Carpenter, the superintendent of the National Yellowstone Park, says that the Park was visited last season by a large number of tourists, but not by as many as had been expected. There have been several causes to keep visitors away, the Presidential election, hard times, and the lack of hotel accommodation. Many of the visitors were foreigners, and the beauties of the Park were becoming famous abroad. Under the system of game preservation, the smaller game is increasing in number, and the same may be said of the larger, though owing to the migratory character of the latter it could not be equally guarded. Cinnamon and black bears, elk, deer and antelope, and Rocky Mountain sheep are numerous in the park, and a small herd of buffaloes, about a hundred in number, has passed the summer within its borders. An appropriation of $100,000 will be asked of Congress this winter to continue the improvements and keep Lieutenant Kingman in the field.

The General Term of the Supreme Court has decided that the law prohibiting the manufacture and sale of oleomargarine is constitutional. The manufacturers have themselves to blame for the ruination of their business. Had they put the compound on the market for what it was, instead of selling it to retailers to be by them disposed of as butter, there would have been no demand for the law.

Trouble is again brewing in Hocking Valley. On Tuesday a mass meeting was held in the woods near Happy Hollow, and another large one has been held near Straitsville. The passenger train on the Monday Creek Branch was stoned Dec. 30, but little damage was done.

NEW YORK CITY.

The Modern Language Association of America held its second annual convention at Columbia College Dec. 29-30. About seventy-five modern language professors, representing the leading institutions of the country were present. The officers for the ensuing year are: President Carter, of Williams College, President; Prof. Elliott, of Johns Hopkins University, Secretary; Dr. O'Connor, of Columbia College, Treasurer. The object of the Association, as set forth in the constitution, is to advance the study of modern languages and literatures. Many interesting and valuable papers were read. One by Prof. F. V. N. Painter, of Roanoke College, Virginia, advocating the establishment of a modern classical course, resulted in the almost unanimous adoption of the following resolution: *Resolved*—That this convention regards the establishment of a classical course in modern languages, not only as desirable, but also practicable, in this course it is proposed to make French and German the basis of education, giving a subordinate place to Latin and Greek. The importance of English was emphasized repeatedly in the discussions of the convention.

PUBLISHERS' NOTES.

"Education by Doing" is a charming little book that no primary teacher who is imbued with the spirit of the New Education will fail to purchase. The difficul problem of how to keep little children happy, busy, and orderly, is here most fully discussed and satisfactorily solved. The author has remodeled Froebel's beautiful ideas of the Kindergarten with wonderful skill, and presented them in such a plain, practical form that they can be adopted even by teachers who have had little or no especial training for their work. There is a universal demand for just such a book among our enthusiastic young teachers, and it is certain to be most warmly welcomed. T. J. MITCHELL,
Supt. Schools, Charlotte, N. C.

I have read your paper faithfully for several years, and have often appropriated the advice you have given to others to myself and thereby derived much benefit. I have wanted to tell you for some time what I think of the JOURNAL. I not only find it as good now as when I first subscribed (more than two years ago), but it increases in interest and value weekly. It seems not contented to remain good but every number seems to be "Excelsior." L.C.

I wish that every teacher in my county were a subscriber to the SCHOOL JOURNAL. I have been receiving it regularly for the past year, and there is no more welcome visitor to my table. C. R. MCBRIDE.
Supt. Floyd Co., Neb.

I have taken the SCHOOL JOURNAL since April last. I am greatly pleased with it. I have taken nearly all the prominent educational papers and I like this better than any I have yet used. I wish to bid you God speed.
B. G.

AN enormous puff-ball has been found by Professor R. E Call, in Herkimer County, N. Y. Its largest diameter was 5 feet 4 inches, its smallest 4 feet 6 inches, while its height was but 9½ inches.

BOOK DEPARTMENT.

NEW BOOKS.

LIFE OF HAYDN. Translated from the German of Louis Nohl, by Geo. P. Upton. Chicago: Jansen, McClurg & Co. Price, $1.25.

The life of Joseph Haydn forms an admirable subject for an interesting volume. As "Papa Haydn" he is still held in the affectionate remembrance of his country people, although it is nearly a century since his death occurred. The writer of this biography has had the advantage of studying the life of the great composer in the spirit of a fellow countryman, and has used with discrimination previous information upon the incidents of his life. The quantity of work Haydn managed to perform is something wonderful: a partial enumeration includes 118 symphonies, 83 quartets, 19 operas, 5 oratorios, 15 masses, 24 concertos, 44 sonatas, 365 songs and other material. His symphonies and oratorios of "Creation" and the "Seasons" hold in this day a special rank of their own, and they will never be supplanted, even by the growth in appreciation for the works of the modern and more sensational composers. Haydn's prominent characteristic, says the writer, "is the distinct German character of his works, which, on the one hand, is reflected in refreshing heartiness and naturalness, and, on the other, in spirited humor, and which essentially embodies the earnestness and loftiness of those two older Germans, Bach and Handel, and founded that era in which German instrumental music achieved the mastery of the world."

A portrait occupying the frontispiece is not the usual one seen in photographs, but is a copy from George Dance, and is in profile. It confirms the description of his face handed down from a contemporary writer. The translating has been well done by Mr. Upton, and shows none of the disfigurement sometimes found in work of this kind where the translator reveals his own misunderstanding of the author's meaning. The volume is of interest to the general reader who desires to be well informed in regard to one of the great composers of the world; but to the music lover it is a volume of especial moment, as delineating with truth and skill the circumstances under which some of the best music was written, and bringing him into nearer acquaintance with its composer.

CALKINS'S READING CARDS. For First Reading. In Two Sets of twelve cards each. New York and Chicago: Ivison, Blakeman, Taylor & Co. 48 pp. Price, 18 cts. per set.

These cards are printed on thick Manilla paper, of a size convenient to be held by the pupils.

The First Set of twelve cards contains nearly 500 different words that are familiar to children by use. Each word is printed in extra large type, also in script.

The Second Set of twelve cards contains phrases, short sentences, and groups of phrases and sentences, in which are introduced a large number of new words.

Both sets contain a vocabulary of more than 600 different words, from which a teacher in any locality might select three or four hundred words that would be familiar to her pupils by common use. The phrases and parts of sentences are so arranged as to lead pupils to acquire the habit of *reading words in groups*, in their first lessons, as words *are spoken in groups* in conversation.

The most critical period in the child's progress of learning to read is during the first six months in school. These Reading Cards are especially adapted to leading the young learner safely through that period.

A MODERN MIDAS. A Romance by Maurice Jokai. Translated by Mrs. Bullard and Miss Herzog. New York: R. Worthington & Co. Price, $1.25.

Jokai is called in Europe the best novelist in Hungarian literature, and his story, "A Modern Midas," will present him as such to American readers. German novels have a popularity of their own here in a translated form, but there is a sameness about them that renders one familiar with all after reading a few. "A Modern Midas" is something unique, presenting a true picture of Hungarian life and character. The story is one of intense interest, and is told with energy and skill.

THE SONG OF HIAWATHA. By Henry W. Longfellow. With Notes. In two Parts. Boston: Houghton, Mifflin & Co. Price of each, 15 cents.

This convenient and cheap edition is prepared especially for use in schools. An introductory note tells how "Hiawatha" came to be written, and points out suitable books for further study in Indian customs and traits. A vocabulary at the end of the book gives the proper pronunciation and meaning of Indian names.

FIRST READING—FROM BLACKBOARD TO BOOKS, with Directions for Teachers. To accompany Calkin's Reading Cards. By N. A. Calkins. New York and Chicago: Ivison, Blakeman, Taylor & Co. 107 pp., 8vo. Price, 60 cents.

This book is intended for teachers. It states the principles that should direct the methods for teaching reading to young pupils. It gives specific directions for teaching single words, phrases, sentences, and for teaching reading from books; also for teaching phonics. It contains simple outline pictures of common objects, to be drawn by the teacher on the blackboard for illustrating and adding interest to the lessons in reading. It also gives valuable suggestions for teaching spelling. The plans for teaching reading set forth in this book are the results of practical experience, based upon the philosophy of learning to read in a natural manner. It contains the essential elements of the New Education.

LIFE OF LISZT. By Louis Nohl. Translated from the German by George P. Upton. Chicago: Jansen, McClurg & Co. Price $1.25.

This volume, in regard to its author and translator, deserves all the good things we have said of its predecessor, the life of Hayden. Unlike that work, however, it appears to a larger class of persons, music students and others, who have grown up with the name of Liszt before them, and have, therefore, come into more intimate relations with his work. Herr Nohl has not attempted so much of a biography as an essay upon the characteristics, musical and personal of the "King of the piano-forte," as he is sometimes called. The author is an enthusiastic admirer as well as a discriminating critic of the works of Liszt, and the completeness of the volume is indicated by the contents of the appendix, which includes a letter from Liszt's father, an account of Liszt's one opera, Hungarian Gypsy music, Heine on Liszt, a letter from Berlin to Liszt, a criticism by Hesse the famous organist, and a list of the principal pupils of Liszt's. The latter is of especial interest.

OUTLINES OF MAP DRAWING; With Diagrams Founded on Parallels and Meridians. Frederick L. Bangs, Principal Wooster School, New Haven, Conn. Chicago: S. R. Winchell & Co. 30 cents.

The author has constructed approximately accurate outline maps by the use of diagrams founded on parallels and meridians. The great merits of this system are simplicity and uniformity. A single rectangle is common to all the maps. In addition to the maps, full topics are presented, and the cities, states, and countries are grouped in the order of their size, and with reference to their leading industries. The work is worthy of great commendation.

VOCAL ACTION—LANGUAGE. By E. M. Kirby. Boston: Lee & Shepard. Price, $1.25.

The author, a successful teacher of elocution, in Linn High School, puts forth the present volume in response to repeated requests from many of his pupils. He lays no claim to original discovery, except in minor instances, but does claim to have proven in teaching, the value of the method and practice presented. The work is divided into three parts; Part I, treating of Vocal Culture and Expression; Part II., of Action, Language Culture, and Expression; Part III., of Expression.

EMIL: or, Concerning Education. Extracts selected by M. Jules Steeg, and translated by Eleanor Worthington. Boston: Ginn, Heath & Co. Price, 80 cents.

The three-volume novel which produced so much commotion upon its appearance in 1762, and such severe condemnation by the Archbishop of Paris, would now be distasteful to all but lovers of the curious in books, because of its long disquisitions and digressions. But this volumes of selections, containing the germ of those truths that started great waves in the stagnant waters of educational practices, will be received with favor by all students of pedagogy.

AT THE WORLD'S MERCY. By the author of the "House on the Marsh." New York: D. Appleton & Co. Price 25 cents.

"The House on the Marsh" achieved a sudden and wide popularity, and a second work by the author, Florence Warden, is, of course, to be read with a certain amount of curiosity. It is a story of English life, told with simplicity, and written in the first person. It will be generally liked.

ENGLISH HISTORY IN RHYME. Mary Russell Gardner. New Haven: The Stafford Printing Co: 1884.

This is one of a series of books for the use of those who wish to memorize in a short time and an easy manner the principal events and dates in history.

MAGAZINES.

A very picturesque drawing by E. A. Abbey, meets our eye on opening the January *Harper's*: it belongs to "She Stoops to Conquer," which, in another part of the magazine, has six illustrations by Mr. Abbey. An impressive artice is on "Wicklif," written by A. W. Ward, and generously illustrated. The illustrations to the poem, "The Rune of the Vega's Rudder," are a triumph of the engraver's skill. Two serial stories are begun, Miss Woolson's "East Angels," and "At the Red Glove," which is left to the readers to guess the authorship of. Especially in the art line—which *Harper's* makes a point of keeping up with—is Seymour Haden's paper on, "The Revival of Mezzo-tint as a Painter's Art." with six illustrations, and an exquisite engraving of Larkin G. Meade's statue, "The Snow Angel."

The *Magazine of Art* for January contains some unusually brilliant articles. Among them the continued papers upon, "The New Forest," and "Hatfield House," stand foremost. "Profiles from the French Renaissance," by A. Mary F. Robinson, and "Some Oriental Brass-Work," are valuable. The full-page illustrations are extremely good, and the notes of "Current Exhibitions" have eight illustrations.

What shall we say of the January *St. Nicholas*? Or rather what shall we not say? It is a difficult question to answer, so many and varied are the attractions. The frontispiece is a portrait of a child, from a medallion by St. Gaudens. A story of ranch life has the curious title, "O, Uncle Philip!" and is written by Alice Wellington Rollins; an exciting trip "On an Ice-Yacht," is by E. Vinton Blake; a series of papers about "Historic Girls," starts with Elizabeth of Tudor. The illustrations seem remarkably good in this number, and a holiday air penetrates the entire contents.

In its 110th volume, *Godey's Lady's Book* is as popular as ever with a class of readers. The January number furnishes a quantity of information upon making fancy articles, hosehold recipes, practical hints upon dressmaking, fashion notes at home and abroad, two songs, dress pattern, engraved frontispiece, and stories and poems.

The clear pages of the January *Popular Science* contain an extra good supply of material. "Studying in Germany," by Horace M. Kennedy; "A Glance at the Jury System," by C. H. Stephens: "My Schools and Schoolmasters," by John Tyndall; "Sketch of Sir John Roscoe," with portrait; "Gladiator of the Sea," with illustrations.

NOTES.

D. Lothrop & Co. are bound to meet the devoloping taste for artistic beauty in press-work. Their new holiday books are Wordsworth's "Ode to Immortality," Arthur Gilman's collection of poetry, "The Kingdom of Home," Mary A. Lathbury's "Out of Darkness," and the translation of Henie's "Romance in Song."

PAMPHLETS RECEIVED.

Catalogue of the Graduates of the State Normal School, Albany, N. Y.
Report of the Board of Education of the New Haven Public Schools.
Course of Study and Rules for the Government of the Public Schools of Knox Co., Tenn.
Catalogue of the Academic Department of the Batavia Union School, Batavia, N. Y.
Second and Third Annual Reports of the Workingmen's School, 109 West 54 St., New York.
Manual of the District Schools of St. Joseph Co., Ind.
First Annual Catalogue of Pure Fountain College, Smithville, De Kalb Co., Tenn.
Proceedings of the Trustees of the Peabody Education Fund, New York, Oct. 1884.
Catalogue of the Lansingburgh Academy, Lansingburgh, N.Y.
Report of the Commissioners of Education for the Year 1882-'83, Washington, D. C.
Manual of the Board of Trustees of the Public Schools of Louisville, Ky., for the year ending June, 1885.
Annual Report of Public Schools of Evansville, Indiana.
Biennial Report Public Instruction of Idaho. J. L. Onderdonk, Territorial Supt.
Columbia Bicycle School.
Manual of Public Schools City of Providence, R. I.
Annual Report Acting School Visitor, Town of Meridan, Ct.
Report of Board of Education, New Haven Public Schools. Ct.
Biennial Report of Supt. Public Instruction State of Minnesota.
Annual Report Board of Education, Bridgeport.
Annual Report of the School Committee City of Providence, R. I.
Report of Principal Pub. School Central District, Norwich, Ct.
Annual Report Eau Claire Co., Wis. Mrs. B. M. Shaver, Co. Supt.
Annual Report of the Supt. Public Schools Boston, Mass.
Catalogue and Report Normal and Training School, New Britain, Ct.
Vt. School Report State Supt. of Education.
Annual Report Comrs. Schools in Cincinnati, Ohio.
Annual Report Supt. Public School Phila.
Annual Report of Public Education of City of Phila.
Annual Report Board of Public Instruction City of Albany.
Manual of the Public Schools City of Boston.
Annual Report Board of Education Cleveland Public Schools.
Annual Report State Supt of Education State of So. Carolina.
Manual of the Lawrence Co. Public Schools. D. H. Ellison, Supt. Indiana.
Report Concerning Public Schools, Wilmington, Delaware.

HORSFORD'S ACID PHOSPHATE.

HUNDREDS OF BOTTLES PRESCRIBED.

Dr. C. R. DAKE, Belleville, Ill., says: "I have prescribed hundreds of bottles of it. It is of great value in *all forms of nervous diseases* which are accompanied by loss of power.

For the SCHOOL JOURNAL.

AN INDUSTRIAL SCHOOL EXPERIMENT.

A VISIT TO JOSEPH CARTER'S SCHOOL, PERU, ILL.

By I. W. FITCH.

In the basement of the schoolhouse are four work benches, each furnished with two sets of tools and a vise. A pile of lumber in one corner of the room and a row of shelves in another. On the latter are arranged the articles made by the boys. Among the articles to be seen is a well made stool of black walnut, a knife box, and a book case that no one need be ashamed to own. There are piled upon shelves and upon the floor many book cases, pen boxes, trusses, step ladders, sleds; a few tables, wash benches, saw bucks, brackets, and, as the auctioneer says, "other articles too numerous to mention." These articles, with few exceptions, were made well enough to sell in any store. The boys are also taught to paint their goods quite artistically. During the term thirty-five minutes a day is spent by the boys of the higher grades in this shop. From a small beginning made by a moderate outlay of money taken from the principal's own pocket, against the advice of the directors and the prejudices of the people, this little workshop has become a source of amusement, of profit, of service, and of education to several boys. The directors and parents now encourage the work. The results have been an improvement in studies, in morals, and in thinking power, and an ability to make most anything out of wood that is undertaken to make. The directors now pay the bills of their own free will. The parents are delighted because "Johnnie can make a wash bench for his mother," or a "flower stand for his sister," or a "saw buck for his father," as well as a "sled for his younger brothers." The benches, lumber and tools have thus far cost $423.08. The directors have paid for it all.

Another room is fitted up for a girls' sewing room. Aprons, many pieces of fancy work, not a few stockings and neat mending, are here on exhibition. The parents of the children buy cloth willingly, in order that many a dress, apron, etc., may be made for mother or sister. With the girls, as with the boys improvement, in all directions is noticeable as a result of this work. After awhile the principal said he would have the boys sew as well as saw and the girls saw as well as sew.

Drawing from objects direct is much followed. The flowers in Botany are drawn. Working models are made of the school-house, the coal-house, or the well-curb. Plans of houses are invented, figured out, and then drawn. Everything done is made as *real* as possible. In Botany, a strange flower is no sealed mystery to these pupils. It is analyzed by every member of the class in a few minutes, and correctly. The pupils are taught *to think* and to think *in things*. Every room in this school has its own library of carefully selected boys' and girls' books. The reading books are used, to be sure, but these story books, books of travel and biography, of history and nature are also used every day. The principal said the improvement made in reading, the thought power engendered, aside from the interest and information gained, well repaid him for the trouble and any outlay of money. The books were furnished by the directors, a board not so much superior in point of intelligence and wisdom to many hundreds of other boards. But the members of this one had evidently given their confidence to the *teacher*. Much more could be written about these schools as to their lack of harsh government and of senseless grind, but enough has been written to prove that industrial work is a possibility in any ordinary school and the result highly beneficial.

The Starr King School of Boston is another institution in which industrial work has been taught successfully. It is for girls, and its aim is to supplement the training of the public schools with an elementary and technical training. It has an average attendance of 120 pupils. There is a kitchen garden class, a class in modeling clay, in knitting, in art needlework, in color, in weaving, in gymnastics, and a class in carpentry. "It is surprising," says the *Boston Advertiser*, "to see how well the girls do, and especially how well they do in the latter class, and how naturally some of them take to the use of tools. Their efforts are mostly in the cabinet-making line, although the first lessons are in getting out pieces of wood for miniature fences, and learning to use the tools and shape the woods. From these they go to something more ambitious, knife-trays, ironing-boards, foot-stools, etc.; one of the girls is making a pretty oak desk, another an easel, still another an ornamental table. There is no play about this work; it is genuine labor; they do everything themselves, under the guidance, of course, of a skilled carpenter, who acts as teacher. They take the dimensions, get out the wood, prepare it properly, and put it together. The result in many cases would not shame experienced workmen. Of course only the larger girls can do this laborious work, but the little ones have their coloring and weaving, their part in the needlework and the kitchen garden classes, and all have the gymnastic training under one of Professor Sargeant's best graduates. The classes in modelling do surprisingly well; they model from the flat, and they show a really remarkable skill. The teachers are of the best, and are all interested most thoroughly in their pupils. It is hoped next year to add designing to the list of studies, as many of the older girls are anxious for the opportunity of such study."

SOME VALUABLE LESSONS.

A stranger was in search of the Public school in a thriving village not a thousand miles from New York City. Two men were engaged in conversation on the walk. He inquired as he passed them: "Excuse my interrupting you, can you direct me to your Public school?"

"Indade I can, and I'll show ye," and he immediately turned and walked along with the stranger.

"I'll be back in a moment, Jack," he said, as he turned away, leaving his neighbor standing and waiting. Jack acquiesced in being left thus abruptly.

They walked along together a couple of blocks and talked politics as they went. They soon found they were agreed on politics and would vote for the same man. But the stranger queried to himself meantime, "What is it that prompts these two Irishmen, the one to be so helpful to a stranger, the other so patiently to wait?

"That is the school-house, yonder, sir," pointing to a building in full sight and but a short distance away.

"Thank you, sir. You are very kind to be to so much trouble."

"Not at all, sir, it was a pleasure," and each turned, the one to go back to his friend and neighbor, the other to go on to the school.

One look at the school-house when it was first pointed out afforded full explanation of the cause of the generous feeling and kind actions of these two men. They were, both of them, proud of their fine school building, and it afforded them real delight to show it even to strangers. It would afford even greater delight to show it to their friends and acquaintances.

These two men were Irishmen and Catholics, and so much interested in the public school as to be really proud of it. This is not unusual, but it indicates that in that village the people are of one mind in regard to their school. They believe and take pride in their Public School. This is the first and most important step towards making the most of any school, making it the best. Teachers, scholars and parents will all be led to do their best, when supported and encouraged by a strong public opinion.

Passing in front of the grounds of this fine school, the stranger enquires of a gardener at work grading off the grounds: "Can you tell me how I could, the quickest, find the Principal of your school?"

"Just ring the bell at the front door and it will be answered and you will be directed." "Thank you, sir." "You are entirely welcome." The gardener had the same spirit of the two Irishmen. The bell was rung and answered by a smart cheerful faced little girl who had the same spirit, and hurried off to inform the Principal that a gentleman had called to see him.

He soon appeared. He, too, in his words, his manner, his cheerful look, expressed the same spirit which had been shown by the others. He was happy in his work, enjoyed it, was successful in it. He wanted everybody to see his school and be made as happy as he.

"Come, I want to show you my classes and introduce you to my teachers." We went, commencing with the Kindergarten and Object teaching classes. We were shown through all the classes up to the highest, in which were taught Latin, Chemistry, Geometry and other advanced studies. Every teacher, every class, showed the same delightful spirit in their mutual treatment and recognition of each other. They were all happy and cheerful, and seemed to emulate each other in well doing. The Principal was most cordial in all of his relations to the teachers, and the teachers in all their relations to the children. They seemed to vie with each other in trying each to do his best and please the most. The school was a success in all of its work. The Principal was a professional teacher and knew his business thoroughly. He held fast to all of the old ways that were good; long use having proven them such. He was ready, for substantial reasons, to adopt new and better methods of work. He was willing to have his work severely criticised. He knew that it would stand it. He knew that by it he would discover the defects in his plans and methods, and would thus be able to correct them. The spirit and manner of every teacher and every class gave evidence of the able supervision of the school.

The black boards in the various rooms were covered with maps, the work of the pupils. The study of Geography was intelligent, lively, interesting, instructive.

Including the Principal, there were twelve teachers, all females except the Principal. The salaries of the lady teachers were all the same. The oldest and most experienced teachers were in the Primary classes. The highest classes were taught by the youngest teachers. Their rooms were the nearest to the Principal's room, that they might be more convenient for his supervision.

AN Englishman has invented a dress for the protection of doctors, sanitary visitors, nurses, and others who have to enter the rooms of persons suffering from infectious diseases. The garment is of water-proof material glazed inside and out, and made completely to cover the wearer, with a hood to be drawn over the head. Thus only the face and hands are exposed, and these can be easily disinfected. There is also a light case for enclosing the fever dress when not in use. The garment is laid aside when the wearer leaves the sick room, and may be disinfected at once, if necessary. Further protection is afforded by a simple respirator, made of two folds of thin washing net, between which is placed a layer of medicated cotton-wool, through which the wearer can breath, though no germs can pass.

THE Miss Mary Gwendolin Caldwell who has just given $300,000 for the building of a Roman Catholic University in this city is an orphan, a young lady living on Madison avenue, who has just attained her majority. Her father left her and her sister a very large estate, and it seems she has long entertained the project of using a portion of it for the benefit of her church.

A STEAMER has lately landed on the banks of the Niger 2,500 cases of gin and demijohns of rum, for two factories only. The natives rapidly acquire a taste for these fiery drinks of civilization. Here is another element against which the missionary must contend.

The pain and misery suffered by those who are afflicted with dyspepsia are indescribable. The relief that is given by Hood's Sarsaparilla has caused thousands to be thankful for this great medicine. It dispels the causes of dyspepsia, and tones up the digestive organs.

TREASURE-TROVE FOR YOUNG PEOPLE

FOR DECEMBER.

This is a charming number of the young people's monthly. The full-page illustration, "The Night Before Christmas," introduces at once a holiday aspect, and is followed by Alfred Dommett's beautiful "Christmas Chant," and a story by the favorite contributor to the leading magazines—"Her Best Christmas," by Katharine McDowell Rice. "The Games We Played," by Calvin Maillard, tells in a pleasant way how to spend an evening. "Some Old Stories" gives Pandora and Perseus in a new dress. "The Story of Rembrandt, by Lucy Clarke, has a portrait of the "Prince of Etchers." Mrs. Elizabeth P. Allan contributes a story of school life, founded on fact; it is called "Who Did It?" A pretty story for young girls is "Susie's Ghost," by Wolstan Dixey, illustrated. Lizzie Bradley gives some helpful advice in "How I made my Christmas Gifts." A thrilling account of a boy's experience on the seas is told by Alice M. Kellogg, in "A Sailor's Story." The Scholars' Department contains a dialogue, recitation and declamation. The Little Ones will be charmed with their page and the beautiful illustration to the story, "Jessie's Lunch." Other good things are found in this number, including information upon a variety of subjects which every bright boy and girl should know about.

Only 50 cents a year. Address,

E. L. KELLOGG & CO.,
21 Park Place, New York.

"Have you ever experienced extreme cold, discovered that your senses were becoming numb, and a delicious langour stealing over you that you were powerless to shake off? I have." "So have I, often." "Where?" "In Boston. I used to call on a Boston girl twice a week."—*N. Y. Sun.*

IT is said that an organized effort to dam the Chicago river is to be made. It will not do any good, however, for that stream has been damned by everybody for years, and gets worse all the time.—*Bloomington Through Mail.*

THE CONQUEST OF THE MOORS

By the Spaniards, not only led to the discovery of America by Christopher Columbus, but it opened the way for its settlement and developement. The results growing out of this conquest and discovery were manifold, chief among which was the erection of the Grand Union Hotel opposite the Grand Central Depot, New York City, whose owner, not content with supplying the traveling public with more than 600 elegant rooms at $1 and upwards per day coupled with the opportunity to save $3 carriage hire and expense of baggage transfer, has entered the field of authorship and compiled an elegantly illustrated treatise of the above subject, which will be mailed to any address upon the receipt of two 2 cent stamps.

Address "S," Grand Union Hotel, New York City, N. Y.

A fashion paper says: The new underskirt pretends to be full when it really is not. In this respect it differs somewhat from a man. The latter pretends not to be full when he really is.

A MEMBER of Parliament once rose in his place, and solemnly declared, "Mr. Speaker, I cannot sit still here and keep silence without rising and saying a few words."

THE first umbrella appeared in England in the year 1777, but history fails to inform us when the first umbrella disappeared and who carried it off.—*Waterloo Observer.*

SCROFULA

Probably no form of disease is so generally distributed among our whole population as Scrofula. Almost every individual has this latent poison coursing his veins. The terrible sufferings endured by those afflicted with scrofulous sores cannot be understood by others, and the intensity of their gratitude when they find a remedy that cures them, astonishes a well person. The wonderful power of **Hood's Sarsaparilla** in eradicating every form of Scrofula has been so clearly and fully demonstrated that it leaves no doubt that it is the greatest medical discovery of this generation. Price $1.00, six for $5.00. Prepared only by C. I. HOOD & CO., Lowell, Mass. Sold by Druggists and Dealers in Medicines.

EMPHATIC GUARANTEES.

WHICH ARE JUSTIFIED BY AN EXTRAORDINARY PUBLIC EXPERIENCE.

TO THE PUBLIC.—*Greeting:* As the conductors of the largest business of the kind in the world (and therefore having an extraordinary experience), we feel justified in making the following statements:

OUR THEORY PROVED.

FIRST.—We have held from the beginning that most of the common ailments are caused primarily by kidney and liver disorders, not primarily by bad blood: that bad blood is caused by temporary or chronic derangement of the kidneys and liver, and that by restoring these blood-purifying organs to health, we could cure most of the common ailments. Other practitioners, however, have held that extreme kidney and liver disorders were incurable. We have proved to the contrary in thousands of cases.

SAFEGUARDS AGAINST EPIDEMICS.

SECOND.—The kidneys and liver are the sewers of the system, and unless they are kept in perfect working order no amount of public sanitation can prevent epidemics raging among the people. The prudent man, *in the winter and spring,* will fortify the system against any such possibility. Dr. Koch, the celebrated German scientist and physician, says, for instance, that cholera will have but little effect among those who keep the digestive organs and the kidneys and liver in healthful operation. Warner's SAFE Remedies are the best scientific curatives and preventives, and should be used *now* as a safeguard against any future scourge.

SCIENTIFIC SPECIFICS.

THIRD.—*We do not cure every known disease from one bottle,* for Warner's SAFE Remedies number seven scientific specifics, which have been put upon the market, only in obedience to strong public demand.

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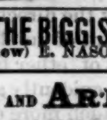

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